

Public Libraries

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Some Business Aspects of the University Library*

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The university library, like the university itself, has an educational and a business side. Its faculty is the books and those who directly work to bring the books in contact with the student mind—reference librarians, special curators and those who devise the methods of subject cataloging and exhibitions. The business side is concerned with the purchase, binding, keeping in good condition, display, and advertising of the books. It includes the purchasing and binding departments entire, together with a large number of catalogers, typists, delivery clerks, pages, etc.

Each of these two functions in a growing library implies needs which vary directly with the development of the university. Every new student, new teacher or new course creates an increased demand on the library. University growth means, thus, increased library supplies or decreased library efficiency at some point—and this applies to all three elements 1) books, 2) aid to students and professors, and 3) business administration.

Everybody knows something about the needs of books for a university library, although it is hard for anyone not right in the work to realize how many books are necessary, and how very necessary they are, under modern conditions of university work. Universities are like

almost everything else in the world,—by nature competitive if they are alive. If they cease to be competitive, they cease to live. There is really the same competition, in the intellectual field, between the graduate schools of Harvard, Yale, Princeton, Columbia, and Johns Hopkins, that there is between their undergraduate athletic teams. This competition is not so conscious or definite, but it is as real, and its results show in the number and character of its graduate students, and in the quantity and quality of its scientific publications. The best men go where they get the best teachings, and the best teachers only go, or stay, where they have the best laboratories and books. Books are the tools, equipment, or weapons of university competition. Professors being equal in mental energy, methods and knowledge, university success is bound to vary directly as the equipment. The right books and enough of them are as necessary to a university as the right kind of rifles and enough ammunition are to an army.

Those who know the problem most intimately are apt to go farther even than this and say that the whole problem of university buildings and specialized new departments, however valuable in themselves, should, in an ambitious university, be subordinate in the same way to this need for books. This is not a librarian's professional view only, but the very vigorous belief of a group of the very best graduate school professors here.

The importance of books in a university is so great that a university library

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must subordinate to them everything except the most necessary matters for practical administration, and be contented with the plainest and simplest methods of cataloging and administration.

Owing especially to the active interest of two or three individual trustees and two trustee committees who have been looking into the matter, trustees and alumni have become pretty thoroughly awake to this need for books, and remarkable strides have been made in the last two years. The recent vote of \$10,000 for next year, together with the annual increase of six or seven thousand dollars provided for last year, has brought the matter within \$15,000 annually of the estimated minimum need to put Princeton fairly in the running, in the matter of books, and there is little doubt that this will be provided in one way or another.

More books, more labor cost

Nothing has been done so far to provide for the increased needs of administration caused by this increase in supply of books, which will amount, for this year, to 10,000 volumes, and which should soon amount to an annual increase of 20,000 volumes a year above the average addition for the ten years before 1914. The whole library force is coöperating to handle the present increase and to keep the problems of administration in the background until the need for books has been met, but it is quite necessary that this matter of administration expense be then taken up, and it is most desirable that the fact of the handicap under which the administration is working meantime should be realized; for, as every course added means more money for books or less average library efficiency per course, so every book added means more money for administration or less average efficiency per book, and the instinct of every user is to lay this shortcoming to the administration, not to its lessened per volume means.

The point is that every volume purchased costs a definite, if variable, amount of time and money—aid to the professor in choosing titles, writing the

order, unpacking, verifying, drawing order for payments, filing of records, entry in account-book, stamping, pasting in of bookplates, labeling with numbers, providing with cards for the various catalogs (author, subject, shelf), putting on the shelf, etc., etc.

What all this means in the way of labor cost can best be understood by some manufacturer or merchant who keeps check of the labor cost of his various processes, for the average non-business man has little notion of what it means in the way of cost to multiply a brief process by twenty thousand. It is much harder to make this clear than to understand the need for books.

There are, however, a few concrete elements in this problem of a 20,000 volume increase which it takes no great experience in business to understand, and which serve to illustrate in a concrete way the more recondite matter of the labor cost item multiplied into 20,000. The bookplate, e. g., which goes into each volume, in the simplest style prescribed by the Trustees, costs nine-tenths of a cent. For 20,000 volumes this amounts to \$180.

Again, gilding of the call number on the back of the book, although it costs in our bindery only about one-half what it costs in other libraries, would yet require \$400 additional per annum for this item only. One of the economies compelled this year by the increase of ten thousand volumes over last year, has been the substitution of paper labels for the gilded numbers, but even these cost a certain definite, if small, amount for writing and pasting on.

Still another concrete matter which can be expressed in definite terms is the cost of printing cards for cataloging. These printed cards, sold by the Library of Congress, Harvard, the John Crerar library, the University of Chicago library, cost perhaps four cents per volume for every volume cataloged with them; or say \$800 for 20,000 volumes. If the books were cataloged with handwritten cards, the blank cards alone would cost nearly \$200.

These concrete items foot up to only

seven cents per volume out of a total of thirty-five cents, but they illustrate the whole problem. Nearly all of the remaining expenses are labor costs made up of many items of processes of ordering or cataloging, each small in itself, but which mount up when multiplied by 20,000.

Time cost—Princeton lowest

A great part of the art of modern university library administration is to reduce the time cost of these various items. One modern device, for example, is the use of the Library of Congress and other printed cards. In the Princeton library, it is estimated that every volume cataloged with these cards (the cards costing four cents) saves twelve cents in the matter of clerical time, over cataloging by hand.

In brief the cost per volume added to a library amounts on the average in university libraries to about two hours' time. This cost varies in different libraries: first, with the quality of the product turned out (i. e., the fullness and accuracy of cataloging); and, second, with the cost of time. Princeton's actual cost has been declared by those who have made a comparative study of the matter to be the lowest among the group of libraries so far studied, and to be 35 cents per volume. In some libraries, it costs twice as much, or even more. Part of the reason for this is to be found in the fact that the Princeton University library average salary is only two-thirds the average among twenty-seven chief university libraries. The net point is that 35 cents, or two hours per volume, is the very least at which volumes can be added and have the present degree of efficiency of administration maintained—a clear and simple business proposition.

After getting on the shelves there are, again, the items of up-keep and care, repairs, readjustment of shelves from time to time and so on. This cost is quite small per average volume, but it applies to all the books. It is multiplied not by 20,000 but by 50,000, each of which must have annually some attention. The most tangible element of

this up-keep problem is the annual book census or stock-taking, which cost last year 2,040 hours, or one clerk's full time. This is about one quarter of a minute to each volume.

It is not hard to understand that every book handed over the counter costs a definite amount of time for page to get, attendant to charge, file the slip, discharge when returned and return to shelf. When this process is applied to sixty thousand volumes more or less taken away from the library and to the uncounted number used in the building itself, the labor cost amounts evidently to a good deal.

This is, however, only a small part of the work. It bears perhaps about the relation to actual service given that the book plate, label and printed card does to the cost of entering a book.

The other chief items of library expense after books, accession expense and keeping, are cost of furnishing to readers and helping readers—circulation and reference work.

Probably the least realized expense factor of a library administration is the expense of the educational side of its work—the personal help and guidance to students done by the reference department, and the great amount of time and thought put on the preparation of the right kind of cataloging and reference help required in order to make the books usable to their full capacity and with the least effort on the part of the user. Minor but tangible aspects of this are the care of the special seminary libraries, the furnishing of special reference librarians for the departmental libraries, providing duplicate catalogs for these libraries. The greatest and least tangible aspect is the constant attempt to better the classification and subject-cataloging with regard to ease and sureness of reference—a matter which needs constant care.

The long and short of these cost aspects is that every new call on service, every new student, new professor or new course means more labor or less efficiency.

Methods of Training Children to Use the Library Intelligently

Alice I. Hazeltine, Children's department, Public library, St. Louis

"Teacher, I want a book about spiders." "Please may I have a book about the boy called Hans Brinker?" "Have you anything about the Panama canal?" "Do you have Henty books in this library?" "How can I find out what fac-simile means?"

Has this a familiar sound? I am sure that many of us have listened to such a series of questions coming fast after each other, and have wondered how to help the children to help themselves.

At a time when the general educational world is pausing to weigh results and to seek for new methods of caring for more children more successfully, greater demands are being made upon libraries. Departmental organization in the elementary schools is increasing the reference use of juvenile book collections. A greater number of titles are being used to answer school questions. It is, therefore, more nearly possible than ever before to stimulate and encourage intelligent and independent use of the library on the part of children. The present discussion is Why, and When, and How.

To the question, "Why should we teach children to use the library more independently and intelligently?" the obvious answer is, of course, that it makes the librarian's work easier, gives her more time for other duties, enables her to serve larger numbers of children, and that in this way she can be of more help to the school and to the teacher. This is the answer of "efficiency."

Again, definite training gives a child a knowledge of the arrangement of the library, its resources, the make-up of the book, the value of reference books. This knowledge is worth while in itself. It is also of use to a child in gaining his school education. It is a factor in developing the library habit and in retaining his interest in the library after his school days are over. It fits him to be a more intelligent adult user of the

library. This may be the answer of the librarian who looks upon the children's department as the "primary room" of the library, whose function it is to lay the "foundation" for real use of the adult collections.

So far, so good. These are direct tangible results which are admittedly desirable.

The chief value of such training is, however, not primarily an increased ability to ascertain facts, a greater facility in "looking up references," but its influence on the child himself, in the development of independent methods of work and independent habits of thought. To deprive him of this by making of library resources a crutch rather than a tool, is to rob him of the joy and stimulus of individual accomplishment.

With these reasons in mind, the next question is: "Where shall the training be given?" Does it belong to school or to library? My own answer is that it should belong to both. My ideal is that the teacher should give instruction in the use of individual books, and that the librarian should explain where these and other books are shelved, and how they may be found through use of the catalog.

This presupposes adequate knowledge on the part of the teacher, but as this does not enter into the present discussion it may be taken for granted. It also presupposes that the teacher can find time in the crowded curriculum to give such instruction. The librarian must also consider the conservation of hours and minutes. It does take less time to pay a visit to a school, and to instruct two or three classes in the rudiments of classification and the arrangement of shelves than to welcome these same children to the library and to offer them first hand knowledge of the same subjects. To see and hear a wonderful organ and thus to become aware of what keyboard, stops and pipes may mean, is, however, more interesting than to gain such information from the printed page, useful as that may be. The best

place to learn to use the library is in the library itself.

With this rather ideal viewpoint in mind, it may be worth while to answer the third question, "How" by referring to some practical experiments which represent the present attitude of the St. Louis public library in regard to this problem. The Carondelet branch outlines, prepared by Mrs DeLaughter, branch librarian, include an interesting introductory talk on "Children and library tools," and a suggested program for eight lessons in reference work. Mrs DeLaughter's final suggestion "When in doubt, consult the librarian," leaves the emphasis where it belongs.

Another recent experiment has been made by Mrs Mason, children's librarian of the Divoll branch. Three classes accompanied by their teacher came to the library for two periods of 45 minutes each. The first talk covered classification, location of books on the shelves, and use of catalog. The second was on the use of index and table of contents, and the value and proper use of a few well-known reference books. As far as possible all of this work was related to actual reference problems coming from the schools.

This was done as informally as possible, with the result that the children really enjoyed it, and the teachers were especially pleased. After the explanation the children entered into the "game" of finding answers to questions distributed to them. Late in the afternoon following the first talk, two children were observed in the library. One boy would take a book from the shelves and give it to his friend to replace. The friend was supposed to hide his eyes but did not always play fair. The fact that children not belonging to the classes receiving instruction begged to come into the game, and that request for similar visits came from other teachers seems to indicate its success.

Given an interested teacher and a librarian who is by temperament and training fitted for this and it cannot

fail to have measurable results. Yet it is at this point, that difference of opinion begins to make itself heard. This difference reflects the general viewpoint in regard to library work with children. It ranges from a preference for definite and systematic teaching to a protest against formal methods of any kind.

From one librarian comes the statement that not only must children be taught these things, but they must be drilled until we are sure that they thoroughly understand them. This is distinctly the pedagogic, formal viewpoint. From another comes the warning that we must remember that we are not teachers and that it is most unwise for us to leave our legitimate work to attempt to do that for which we are not trained. This does not, however, preclude carefully planned attempts to give children a knowledge of these same subjects, by informal explanations to small groups.

By far the greater number of those who are endeavoring to solve this problem are taking a middle course. Perhaps the talks in St. Louis already described may belong in this classification. Letters of inquiry addressed to librarians in Missouri and elsewhere have brought responses which show that there is a general recognition of the growing importance of this kind of group work.

In one letter received in response as to questions as to method, I detect a note of apology. "I am sorry to say we do not give any definite instruction to the children as to the use of the library. We do give the children individual attention in the children's room as they begin to show an interest in the catalog and the arrangement of books on the shelves."

Is the apology needed? Is this not rather an ideal to be followed wherever possible, and for which group work in classes may be substituted only because of limitations of time and opportunity? Is not the matter of interest on the part of the child the key-note to successful work? It is true that

Johnny, Freddie, Susie and May need to know how to use a dictionary but part of the problem is to help them at the time when they want to know how.

The September number of the *Educational Review* contains an interesting article by W. H. Sanders of the State normal school, Lacrosse, Wisconsin, on the High school student and the dictionary. Eleven questions were given to 125 representative high school graduates from 40 different high schools. Fifty minutes was allowed for the test. The summary of results shows that 27 students made a grade below 20% while only one out of 125 made 50%. Mr Sanders says "The acquaintance of those 125 students with the dictionary, as indicated by the test, is not sufficient to meet the needs of an intelligent citizen, in home-making, in business pursuits, in professional lines, and certainly not in the role of a student."

Probably his most disquieting sentence from the point of view of the present discussion is this, "It was interesting to note in connection with this question that those who recorded themselves as not having been taught the resources and use of the dictionary made equally as good grades as those who had been instructed in the dictionary." Although this happens to refer to instruction given in schools and not in the library, it may be well for us to remember it when we are explaining the use of this "universal reference book."

The State of Wisconsin, through its department of public instruction, has just issued a pamphlet entitled "Lessons on the use of the school library." The lessons have been made out with the idea that they are to be given by teachers especially in communities where there is no public library. The outlines are carefully planned and should be suggestive and helpful to librarians as well as to teachers.

We are dealing, however, with children as individuals of varying types rather than as members of Class A or

Class B. We are attempting to avoid the hopeless uniformity of method which has strangled many experiments in the educational world. It may seem an exaggeration to emphasize these principles in relation to as prosaic a matter as methods of training in library use, but is it not true that our attitude determines our methods, that our work is effective only in so far as we recognize our ultimate aim?

We have heard, from both inside and outside our profession, that we often do not properly appreciate the "teacher's point of view." Undoubtedly this is true. Yet here we have a problem distinctly our own, for the use of the library is not bounded by the horizon of the child's school life. It is well to consider carefully before coördinating it too closely with school room methods. Here is an opportunity to make an interesting experiment with perfect freedom from the difficulties imposed by the methods of any educational system.

We are not free, however, from difficulties imposed upon us by virtue of a multitude of other duties. The "regular" work in a children's room, the story-hour, book talks in schools, club work, Mother's clubs, must all receive attention.

Perhaps the wisest way is to endeavor to arouse interest in the subject in every way possible, to enlist the teacher's coöperation in teaching the use of reference books, to make use of group work as naturally and as informally as possible, and, above all, never to lose sight of the individual child.

Shall Courtesy be done only to the rich, and only by the rich? In Good-breeding, which differs, if at all, from High-breeding, only as it gracefully remembers the rights of others, rather than gracefully insists on its own rights, I discern no special connection with wealth or birth; but rather that it lies in human nature itself, and is due from all men toward all men.—Thomas Carlyle.

Co-operation Between the Public Libraries and the High Schools*

Alice M. Jordan, custodian, Children's department, Boston public library.

When the children who have read for years in a well-directed children's room have reached high school age they are usually graduated to the adult department. Some libraries make this an occasion of more or less ceremony, accompanied by the presentation of an adult reader's card. In other libraries the change is a gradual one. Where there is no difference in the kind of borrower's card used, a child may be shown how to draw books from the general collection whenever it is necessary for him to have them. Freedom to use the stacks usually comes at the high school age.

To so accustom children to good reading that they will by this time choose wisely, is the aim of the children's librarian. We do not always accomplish this aim. There are outside influences which counteract, like the presence of many magazines and much modern fiction on the home table, the moving picture show and the athletic field outside the home. There are children who come to us too late, there are failures of our own to meet the need of individual children. Thus it happens that many of our high school children return to us their first year, with reading tastes still greatly undeveloped.

But, in some respects they are not the same children that they were in the elementary school. They have reached another stage of mental development and the book appeal must be made from a different angle. The difference in these stages of development of children in the elementary and secondary schools, as it affects our guiding them, has been stated thus: "In the first [i. e., the elementary school], a boy takes what is given him with a faith that is more or less strong. In the second, he is inclined to challenge

the subject and the teaching and to accept only what satisfies his taste or his reason. In the first his aim is to gather and assimilate valuable and interesting, though not necessarily related facts; in the second he will be interested not only in facts as facts, but in their value for discovering laws, principles and processes." (C. O. Davis, *High School Courses of Study*.)

Greater diplomacy is needed in presenting a literary masterpiece acceptably to children of high school age. Bearing with them the list of outside reading prepared by the school to stimulate their reading habits and develop their tastes, these boys and girls say to you: "I want one book to read for school and one good book for myself." Propose to them to look at the reading list and they reply: "If it's good, it isn't on the list." We are still in the place where literature and interesting books are far asunder in the minds of many young people. One principal tells us that his "experience proves that lists do not encourage reading." In his school, a large technical school, they have ceased to use reading lists for this reason.

How often the preparation of a high school reading list is one of our first steps in co-operation with the schools! How many schools have themselves prepared such lists? From the compilers' standpoint they are excellent collections of titles, but somehow they fail to attract young people. The books are read, it is true, because conscientious pupils want to do as they are asked.

What is the matter with our lists? Why do they fail to encourage reading, if indeed, there are others who agree with the principal quoted? Is it because they do not touch the interests of young people? Or is it because they are printed in uninteresting type, in unattractive form, an unbroken page? Some of the lists for outside reading are monotonous. Someone has called them "gray." They do not draw to closer examination, they are not appetizing. Of course, there are exceptions

*Read at the meeting of the Massachusetts, library club, Northfield, Oct. 22, 1915, and reprinted by permission from Massachusetts library club *Bulletin*.

which suggest a direction for reading and guide a desultory reader toward books of value. Such a list is the one published at Newark, entitled "Reading for Pleasure and Profit." I should say that we would not get the desired result, we merely bait our list by sprinkling with a few titles like "Freckles" or "Pollyanna." Perhaps we expect too much. *A love for reading* is not created by recommended reading in the high schools. Such a love is born earlier than high school days, and the type of poetry and stories read to us as children holds the loyalty of our later years. More effective than reading lists are shelves of books set aside for the use of the older boys and girls. Such shelves, furnished with fresh new copies, with a tempting legend over them, reserved in the children's room, or preferably the adult department, would be likely to attract the attention of high school pupils. We can put some non-fiction on these shelves too, if we know how to introduce it to readers.

High school courses of study demand fuller use of library resources than the studies of the elementary school. For book reports, history topics, debates, current events classes and community civics it is imperative that pupils have something beyond text-books. Commercial and industrial courses, the study of the life of the community, the introduction of vocational training all mean that there must be constant reference to periodical literature, to pamphlets, to files of clippings and pictures. The possibilities of library aids to secondary school work have begun to assume such proportions that in towns of any considerable size it is impossible for libraries to cope with the demand unless they adopt definite organization. We must give up the haphazard fashion of handling such reference work through the combined efforts of the children's librarian and the reference librarian. It is in this need that the movement for high school libraries had its origin.

Two theories exist among us regard-

ing libraries in high schools. Some of us believe that there is no need of a high school library where there is a good public library, and some of us believe that the library requirements of city high schools cannot be handled by public libraries except in rare instances. That is, when the public library places the work with high school pupils in charge of one or more assistants, who are freed from other duties sufficiently to devote their time to study of high school programs and high school requirements. Even then, the library and the school must be very near neighbors for satisfactory work.

A good high school library by no means takes the place of a public library, nor does it, if properly administered, lead children to depend upon a few books when they should use the greater resources of a public library. The school library needs continually to draw from the larger collection to supplement its own supply. The school librarian will train pupils to use the public library and will send them there. There will always be ways in which the two may be mutually helpful.

At Somerville the high school library is jointly administered by the public library and the school department. The high school librarian is also a member of the reference staff of the public library, giving half her time to work in the public library. By this arrangement half the salary of the administrator is chargeable to the school department and half to the public library.

At Framingham there is a branch of the public library in the high school building.

There are advantages in each of these arrangements. The library in the school building makes it possible for pupils to utilize the time between classes, the free study hour, or the few minutes before school in the most profitable way. It enables the teacher to draw upon necessary material with the least waste of time, to give special lessons in the library where illustrative material is displayed, to send a pupil during class for some particular refer-

ence. It enables the librarian to become more closely in touch with the students, to follow the work of different classes, to employ bulletin boards in conspicuous places, to seize the right moment for introducing a good book. Affiliation with the public library not only lessens the burden of expense for each partner, but assures an administrator informed regarding library usages and library resources. More than all else in the high school library the right administrator is needed. A small collection of books, and behind it an enthusiastic book lover, who is also a sympathetic friend to young people, will do far more than a large and excellent library left to the care of an inexperienced assistant or one of the older pupils. That is the thing to work for in the libraries already established.

The Efficient High School Library¹

The records of public libraries show that people will still read if given the books they want, and that they may be led through tactful and intelligent direction by the librarians to an interest in better books. From the practice of these successful public libraries we in the schools may learn a few definite principles.

1. The book must be taken to the reader, not the reader expected to seek the book. The branch libraries are a recognition of this fact. This must be done in school, too. The rush and stress of modern life have laid hold upon these young people as well as upon their parents, and we must put the thing most difficult to attain in the line of least resistance. Our books must be in the school building, not in a branch of the city library even if it be only across the street or next door. My book-case shelves are as yet meagerly furnished with books; a well-stocked, well-administered branch of the public library is within three blocks of the school; yet the few books in my library are con-

stantly in demand while nothing short of force sends many of the children to the public library.

Where in the school building shall it be? Neither in the basement nor in the attic, in some left-over room, nor in the principal's office to impart to it a dignified academic air, nor in a corner of the study room. It should be conveniently located near classrooms and study hall alike, for it should be in use every minute of the school day.

2. The indifferent reader, once within the door of the library must be welcomed by an atmosphere of cheer and homelikeness. In planning and arranging the room, we should again learn of the modern public library. It must be well lighted, well heated, and well ventilated. It is to be a mental workshop, the center of intellectual life in the school, and every condition should be made as favorable as possible.

The greatest amount of freedom compatible with serious work should be permitted. Pupils should have access to the stocks and should be encouraged to browse over shelves and table collections, since one of the chief purposes of a school library is to arouse curiosity and tempt our students to read.

Like the city library, our school library should attract by its appearance as well as its usefulness. If there can be but one spot of beauty in the school building, it should be in the library. There should be taste in the coloring of walls and woodwork, in the design and finish of the furniture, pictures and busts should add to the beauty, flowers to the homelikeness. Attractive posters and mottoes constantly changing should catch the interest.

3. The unpracticed reader must be helped (1) to find what he wants; (2) to want constantly more and more; (3) to want ever better and better. A trained librarian, qualified and eager to assist and encourage and stimulate him, is therefore a necessity. No other position in the school offers such possibilities for universal service; no other makes greater demands upon her who fills it. The school librarian should be broadly intel-

¹Read at fifth annual meeting of the National Council of Teachers of English. Reprinted from *The Catholic Educational Review*, January, 1916.

lectual, well trained, and winning in personality. Then she should be given the rank and salary of a regular teacher.

The school library must be for the school only, open neither to the street nor to the general public. It is false economy to try to serve school and public from the same room, and the school will be the one to suffer. The coming and going of visitors, even perfectly respectable visitors, would be destructive of school discipline and of the quiet necessary for profitable result. The standard of the book collection would be lowered by such a plan, for the public thinks it wants the latest—not always the best. Our lists should be selected and exclusive. Though not necessarily entirely or even largely classic, they must be wholesome and safe. Finally, the librarian could not serve both groups, for either would need her whole attention.

But, after all, the books upon the shelves are our main concern. The ideal here is quality, not quantity, though we should have as many of the right kind as funds will permit. Ruthlessly trim out all dead timber. Refuse to sacrifice money or space even for classics if they cannot be made to appeal to our children. Let us reject the reference books of university grade and all the out-of-date books which friends wish to push out of their own crowded private collections. The library is for *use*, not *show*, and for the use of modern *boys and girls*, not pedants or even cultivated adults.

With the principle of *use* constantly in mind, we shall buy for our English department the best reference books to be found, remembering the *best* for a high school library is not necessarily the most expensive nor the most exhaustive. We shall still buy such of the classics as preserve a natural human appeal for young people, or as, under the encouragement and stimulus of teacher and librarian, they may be persuaded to read. We shall purchase sparingly of books of criticism, books about books, since our purpose is to lead our pupils to read and think for themselves, but buy freely of interesting accounts of authors, their homes, and the places of which they wrote. We shall

save as much as possible of our precious money for finely illustrated editions and pictures illustrative of our work, remembering that, under the training of the moving picture, our boys and girls are rapidly becoming more and more visual-minded and must be caught by some of the same appeal as that made by the film. And then we shall expend lavishly—the greater the sum the better—for books on the home reading list—travel, biography, novels, short stories, modern drama and poetry—selecting many still from our own old friends, knowing as has been well said, that our high school reading public “wants better than it knows,” but many also with the strongest of modern appeal, these for boy and girl who still go reluctantly to the library as a place interesting only for teachers and “digs.”

All book lists should be made in the school, and not in the public library. While public librarians are always able and willing to give valuable help, only those who know the course of study and the aims in the teachers' minds are qualified to make the final choice.

EMMA J. BRECK.

Oakland, Cal.

Editor, PUBLIC LIBRARIES:

Last summer one of our borrowers composed the following poem as he sat in the reading-room and watched the people come and go:

The Carnegie library

Hail, noble soul that had the thought,

The potent, generous hand,
Who here within this shrine hath brought—

And so throughout our land—

The treasures of all ages,

Historians, poets, sages;

The wit and wisdom of all time,

The garnered love of every clime;

So any man, however poor,

Can freely pass yon swinging door.

And talk with the immortals

Those kingly spirits that looked deep

Into the very heart of things;

Who sunward soared

With eagle's sweep

On broad and tireless wings

And brought from depths profound and

heights

That which amazes and delights.

DR. FRANK M. DEEMS.

Branch library, Flushing, N. Y.

Statistics Once More

In the January and March numbers of PUBLIC LIBRARIES reason was asked for keeping book circulation by classes.

I cannot give the reason, but it surely is a great satisfaction to the librarian at least, to know how much of an all-round circulation the library has. With the books classified, and the Browne charging system used, it is not a laborious undertaking to keep the record.

We don't all do things alike, however, and my way is to make no distinction between adult and juvenile books in my report; it is just fiction, and non-fiction classified. Juvenile books of merit are read by adults, and young people read books not classified as juvenile, so in my total circulation I keep an account of how many of the books were drawn by, or for children, which seems to give me the clearer facts.

EMMA C. BEARDSLEY,

Librarian (with no assistant).

Public library, Goshen, Connecticut.

Not Recommended

Editor of PUBLIC LIBRARIES:

You may be interested to know that the book "Sanine"* recommended in PUBLIC LIBRARIES 20:464, December, 1915, (or, I should say, included in that list), was reported back to us as unfit for public library use and quite undesirable. I thought that as many other libraries might check this same sort of a list, you would like to have some sort of a note to put in and would like to investigate it.

You may be interested to know also, that under the prohibition law of Oregon it is not legal for any public library to have on its shelves, or to circulate, periodicals or newspapers which contain advertisements of alcoholic liquors. We do not know whether the publishers will

*The list referred to is one given by John Galsworthy in his article on "Russian language and literature," in *Cardiff (Wales) Library Review*, V. 4, No. 2, which was used in PUBLIC LIBRARIES 20:464.

Mr. Galsworthy's note states "a book of Artsibashev's called, 'Sanine' is just published in translation, by Martin Secker which I have not read yet."—Editor.

agree to furnish special editions for the libraries as they have for the newsstands, but if they do not, the libraries will be obliged to cut or blot out the advertisements.

CORNELIA MARVIN,

Oregon state library. Librarian.

Cowhide vs. Buckram

In the second edition of Library Handbook No. 5, Binding for libraries, recently issued, the A. L. A. committee on bookbinding advocates the use of cowhide in binding fiction and juvenile books. Unfortunately the war demand for cowhide has caused the price to advance and the quality to deteriorate. The committee therefore suggests that buckrams meeting the specifications of the Bureau of standards, or other cloths equally as strong, be substituted for cowhide in all cases. When the price and quality again become normal this policy should be reversed.

A. L. BAILEY, Chairman

A. L. A. Committee on Bookbinding.

Progressive Progress

Dear Editor: I heard you talk last week about a librarian's duty to keep up with the procession and now I feel "plum" discouraged!

A 45 hours a week schedule, much of it being evening and Sunday work in outlying sections of the city (often necessarily a considerable distance from the homes of the workers), leaves very little time or strength for cultural reading, or lectures, or other pursuits really important and needed by persons engaged in library work. I know librarians are expected to keep informed on current events, and the best new things published on all subjects at first hand, but they are so occupied by the immediate demands of the public and the details of administration at their libraries that they haven't time even to read PUBLIC LIBRARIES and other helpful professional print.

Persons employed all day, every day of the week, in the exhaustive mental work of the library (when it is properly done), need one-half day a week for

purposes which cannot or should not be attended to on Sundays or evenings. Can't we be library workers and human beings at the same time?

I may be wrong about this, but I know I am stronger than the average library worker, and I get completely discouraged sometimes because I can find no time to read (if I eat and sleep), and I do almost nothing socially, for I haven't time or strength for anything outside of my work.

Won't you get some of the chief librarians to help solve some of these difficulties?

ASSISTANT.

Offers

By the Public library, Washington, D. C. American Highway Association publications, including

American Road Congress, 1911, 1913, 1914.

Good roads yearbook, 1912, 1913, 1914, 1915.

As long as they last any volume will be sent express collect; or on receipt of postage sufficient to cover 2 lb. package for each volume.

Here Is Alfred

Editor, PUBLIC LIBRARIES:

In answer to the inquiry on page 123 of March PUBLIC LIBRARIES as to the location of Alfred university, may I say it is at Alfred, Allegany Co., New York. There is an arts college, formerly Baptist but now non-sectarian, and the state has established an agricultural college there.

ALICE L. WING.

Public library, Ludington, Mich.

Coöperation Wanted

Editor PUBLIC LIBRARIES:

The Washington State Library Advisory Board is making a state-wide survey of all state supported library activities in Washington and seeks through your columns the coöperation of all who have heretofore been connected with work of this kind, or who may be at present engaged in it. Our Board

wishes to profit by the experience of previous workers in this field.

We have access, of course, to the Nebraska legislative reference bureau *Bulletin* on State supported library activities in the United States, the publications of the department of surveys and exhibits of the Russell Sage Foundation, and the reports of recent state commissions on economy and efficiency which have discussed state supported library activities.

As our survey will include the whole field of the relation between libraries and schools, normal school instruction in library use, county libraries, the state library, legislative reference work, libraries in state charitable, penal and reformatory institutions, the relation of the state library to the other libraries of the state, traveling library work, library extension, etc., any special reports made on the subjects named will be of definite value to our Board.

JOHN B. KAISER,
President.

Tacoma, Wash.

Is It Reasonable?

Dear PUBLIC LIBRARIES:

Webster's Dictionary contains 2,704 finely printed pages, including some two or three thousand special illustrations, and in addition numerous plates, many of them colored. The new cumulated *Readers' Guide* contains 2,868 pages. The Dictionary represents original work by a large staff of highly paid editors and linguistic specialists. The *Guide* is a combination, with some addition and revision, of five annual volumes, already published at \$12 each. The Dictionary costs \$10.80. The *Guide* costs \$32. Is the price of the *Readers' Guide* reasonable?

LIBRARIAN.

Answer to the query from the H. W. Wilson Co.

I am very glad of an opportunity to present the publisher's viewpoint and to explain some of the factors that enter into the question of a fair price for publications. I have no knowledge of

the cost of editorial work and typesetting for the Webster's Dictionary, but I should say that the cost may have been more than \$500,000. If the field for this publication was limited to the large libraries of the United States, less than 400 in number, it would be necessary for the publishers to charge each subscriber more than \$1,000 for his share of the editorial and typesetting expense alone, to say nothing of the manufacturing cost. Even if this preliminary editorial cost had been as low as \$100,000, it would then be necessary, if there were only 400 customers, to charge \$250 to each customer for editorial work and typesetting. However, in the case of Webster's Dictionary, sales are made to every library in the land, large and small, and probably ten to one hundred times as many more are sold to schools. In the larger libraries and schools copies wear out so rapidly that they are replaced, in many cases, every year. In addition to this large library and school sale there is a still larger sale to homes and to individuals. Every good book-store keeps a cord or more of Webster's Dictionaries. It is the custom of the publishers to ship to large centers in carload lots. Under these conditions it is not necessary for the publishers to charge \$1,000 or \$100 to every patron. A nominal sum from each of these many buyers is sufficient.

I have no knowledge whatever regarding the sales of Webster's Dictionary, but it would not be surprising to know that half a million copies have been sold. If so, \$1 from each sale would cover the enormous first cost of editorial work and typesetting.

The sale of the *Reader's Guide* is another story. No individual ever buys it for home use. The graded school room does not find it a necessity. In fact, there are considerably less than 400 large libraries in this country that are classified by us as large libraries which should pay the maximum price of \$32. Many of these libraries insist that they are not really large. We infer that your correspondent must write in

the interest of one of the library "four hundred."

Because the *Reader's Guide* and other of our bibliographical publications are performing a service for libraries of a value differing in large and small libraries, it has been necessary to establish a "service basis" of charge as all librarians are well aware. This method of charge makes it possible for the small library to secure the volume at a price less than \$32, and for the large library system to secure copies for branch use at the minimum price of \$12, which is practically the price of Webster's Dictionary. Less than a thousand copies of the *Reader's Guide* will be sold at a higher price than \$12.

The five-year volume of the *Reader's Guide* is as thoroughly "revised" as is a new edition of any dictionary. It required a staff of experts a year to do this work of revision.

To compare one kind of a publication with another entirely different kind is never satisfactory or just. If bibliographical work is to be compared as to price, it should be with other works of the same character. We have, ourselves, often published comparisons of contents and prices between our work and other bibliographical works in the United States and in foreign countries and these comparisons always show that there is nothing of the kind any cheaper with the exception of certain German publications and German publications should be expected to be lower in price because of the much larger sale. European bibliographical publications sell well the world around while the publications of a newer country do not have good sale in the older countries.

Very truly yours,
H. D. WILSON,
President.

One sadly sees the setting sun
And views his day's work with a sigh;
Another drops his tools to run,
Nor cares how little he has done.
And people still go asking why
Some men are down and some are high.
—S. E. Kiser.

Public Libraries

MONTHLY - EXCEPT AUGUST AND SEPTEMBER

Library Bureau - - - - - Publishers

M. E. AHERN - - - - - Editor

Subscription - - - - - \$2 a year

Five copies to one library - - - \$8 a year

Single number - - - - - 25 cents

Foreign subscriptions - - - \$2.25 a year

Entered as second-class matter May 17, 1896, at the Post office at Chicago, Ill., under act of March 3, 1897.

By the rules of the banks of Chicago an Exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or post-office money orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

If a subscriber wishes his copy of the magazine discontinued at the expiration of his subscription, notice to that effect should be sent. Otherwise it is assumed that a continuance of the subscription is desired.

Copies failing to reach subscribers, through loss in the mails, will be duplicated without charge if request to do so is received within 30 days after publication. Later than that duplicate copies can be supplied only at regular rates.

Special attention is called to the communication from the Department of Commerce on another page, relative to the shortage in the supply of paper. Here is an avenue of helpfulness open to the over-plus of energy, sometimes so eager to help that it is not wisely engaged. Instead of consigning to the fire the accumulation of paper an inquiry to the Department of Commerce, which will bring directions as to what to do, will open a way for relief that will be most grateful in many quarters.

The Public library of Salt Lake City finds itself in the enviable situation of having a larger appropriation than is required by its needs. Recent legislation increased the assessed valuation and reduced the rate of taxation for the various divisions of the municipality and in the reduction process, the library was overlooked in the schedule.

Many libraries will find it hard not to envy the Salt Lake public library's present situation even tho it may be only temporary.

Coöperation in reference work—The continued interest of Mr G. W. Lee of Boston in what he terms "Sponsors for knowledge" has led to the proposition that the headquarters office of the A. L. A. shall act as a clearing house or central bureau where a list of those libraries and individuals willing to be enrolled as sponsors for certain topics, may be listed. These persons or institutions will specify topics in which they are particularly well qualified to furnish expert information and to them the enquiring world will be turned to find the information which it is seeking.

Mr Lee's treatment of the idea in the *Library Journal* v. 40:483 is crammed full of ideas and plans and suggestions as well as directions. The *A. L. A. Bulletin*, January, 1916, condenses this article and invites the enrollment of persons with their specialities at the A. L. A. headquarters.

Mr McPike of Chicago, who though an active business man, is tremendously interested in sources of information and the distribution of knowledge regarding such sources, presents another avenue of similar work in this number of PUBLIC LIBRARIES. Mr Lee is also primarily a business man, and library workers may undoubtedly profit by a study of the matter of reference material from the angle of vision of two such persons.

Atlantic City meeting—The annual meeting at Atlantic City this year was of the order that one might expect from near the center of advanced library service. A Newark librarian at the helm of the New Jersey craft insured a clear cut, practical presentation of things

worth while that could be and, indeed, had been done. Such an occasion insured also much graphic material on display that was beautiful to see, at the same time, giving visual instruction on various phases of library service.

The presence of Miss Louise Connelly on the program guaranteed good hard sense in the treatment of the educational side of library work which she presented with her inimitable wit and clear insight into the heart of things.

Pennsylvania as is her custom, presented rather the bibliographical side of books, mostly by experts.

The contribution by those outside of the library ranks, particularly Mr Dyer on the Curtis methods of business as they might be applied to library work, was, in itself, worth the cost of the day to hear.

A lessening of the anxious pressure as to the results of children's reading ought to relieve the hearts of all those who heard the illustrated lecture on the children's books of long ago.

The meeting of the American Library Institute brought a tinge of country wide extent to the gathering by the presence of those abiding at long distances from Atlantic City.

The American Library Institute—The question of the field of the Institute received more serious attention in an open discussion at the recent Atlantic City meeting by those who have been unable to see a reason for its existence heretofore. As a consequence, the opposition was not as impatient with the claim that there is a work which no one else is doing nor, indeed, under present rules of organization can do and in more than one instance allowed that there was a reason for a small body of workers of as nearly equal at-

tainment as possible, for the purpose of searching out principles and directing the application of them in the world of books. If personal animosities can be sunk in a fair endeavor to do something that shall place a historical background and a foundation of principles behind and beneath the claim for a library science, the situation for all concerned even the beginner in the study of books and their relations, will be cleared of much that, so far, in the effort to bring libraries into their own, has been misty and obscuring, and will add a fiber and a power to library science that have been sadly lacking.

Not yet abolished—The effort to forbid importation of books free of duty by public libraries has been resurrected by those interested, as is witnessed by H. B. 10231, introduced by Mr Driscoll of New York. The bill contains a clause saying that books may be imported by public libraries only "with the consent of the proprietor of the American copyright or his representatives."

This is the same effort which was made in 1906-7 and which was successfully combatted by a combination of effort on the part of a number of librarians in a Library Copyright league because of the unfortunate organization of the A. L. A. at that time. It is to be hoped that general effort this time on the part of both A. L. A. authorities and individual librarians will frustrate again the effort to write tariff legislation into copyright law.

A letter to the Committee to which the bill has been referred, by Dr Steiner, chairman of the A. L. A. committee on Federal relations is given on page 173.

There may be no cause for imme-

diate action against this bill but a protest against it must be forthcoming when it is timely.

Eternal vigilance is the price of liberty to do one's duty in library work as well as elsewhere, as regards the onslaughts of Special Privilege.

Bring the teachers—In view of the fact that the N. E. A. meets in New York City the next week after the A. L. A. meeting at Asbury Park gives the best opportunity that has ever occurred to get teachers to attend the library meeting. Librarians of all sizes of public libraries will do one of the most helpful things that has ever been done in co-operative work if they can induce their city superintendents and principals to attend the A. L. A. meeting. Such attendance ought to be most effective in making them understand what it is the librarians find so important in systematic library service, what it is librarians mean by much of their enthusiasm and effort, which is, at present, an unknown quantity to most teachers, of which they have small notion of how to find the value. Let librarians seize this fine chance to bring about a better understanding between the two classes of educational workers, for in so doing they will in a large measure dissipate the false idea in the minds of many teachers that the library is only a tail to the school kite.

Importation of Foreign Books

With reference to importations by libraries from certain belligerent countries, the Librarian of Congress has been notified of certain additional requirements by the British authorities in the applications for permits. These appear in part in a circular which he has recently addressed to such institutions as seemed likely to be interested, and of which a copy is as follows:

I have just been notified of an additional requirement which the British authorities find necessary in order to handle properly the applications for permits. It is that the applications and the lists of books and periodicals appended shall be in *triplicate*; this, in order that one may be kept at the Embassy here, a second sent to the Foreign Office in London, and a third to the British Consular Office at Rotterdam. This will mean typewriting the application (in *triplicate*) instead of using the printed form.

Also the lists appended must be clear lists, containing no items not covered by the application. Copies of order sheets with partial checks will not answer.

Where the titles are few, they should be incorporated in the body of the application itself; where there are too many to be so incorporated, they may be extended upon a separate sheet, provided this is secured firmly to the application.

Please note also: (1) that the only shipments can be out of Rotterdam, and (2) that the *number* of applications are to be kept within as narrow limits as possible. For this purpose, it would be desirable to group as many items as possible in each application.

HERBERT PUTNAM.

Since the issue of this circular, one further requirement has been communicated to him. This is that in each application, the precise number of volumes applied for, the value of each, and the total value be furnished, *in triplicate*.

Serious Shortage in Materials for Making Paper

The attention of the Department of Commerce is called by the president of a large paper manufacturing company to the fact that there is a serious shortage of raw material for the manufacture of paper, including rags and old papers. He urges that the Department should make it known that the collecting and saving of rags and old papers would greatly better existing conditions for American manufacturers.

Something like 15,000 tons of different kinds of paper and paperboard are manufactured every day in the United States and a large proportion of this after it has served its purpose could be used over again in some class of paper. A large part of it, however, is either burned or otherwise wasted. This, of course, has to be replaced by new material. In

the early history of the paper industry publicity was given to the importance of saving rags. It is of scarcely less importance now. The Department of Commerce is glad to bring this matter to the attention of the public in the hope that practical results may flow from it. A little attention to the saving of rags and old papers will mean genuine relief to our paper industry and a diminished drain upon our sources of supply for new materials. The Department of Commerce will be glad to put inquirers in touch with the manufacturers who are interested.

DEPARTMENT OF COMMERCE.

Washington, D. C., March 8, 1916.

More Work for Free Importation of Books

The following letter was sent to the chairman of the H. R. Committee on patents at Washington:

Dear Sir:

Bill H. R. 10231, introduced by Mr Driscoll on January 27, 1916, contains a clause that copyright books may be imported by public libraries only "with the consent of the proprietor of the American copyright or his representative." This provision will seriously limit the power of public libraries to serve the people. It was suggested at the time the present copyright statute was under discussion and quite thoroughly considered by the Committee on patents which then had the matter under consideration, and was rejected. As chairman of the Committee of the American library association upon Federal relations, I desire respectfully to protest against the favorable report of a bill containing such a provision. If hearings are given upon the question, the Committee desires to be heard in opposition to any such limitation of the power of libraries to import books.

Yours very truly,

BERNARD C. STEINER.

Baltimore, March 13, 1916.

How It Was Received

Thank you for last month's PUBLIC LIBRARIES.

I like the idea of giving the assistant a chance to be heard without being called on the carpet for it. And while writing incognito has certain limitations, in this particular case, I do not think it can hurt.

"Put yourself in his place" is a good motto for both librarians and assistants to keep in mind when they feel inclined to criticize each other. Part of a librarian's business is the care and conservation of his staff, and if he does not do it, who is going to think of their welfare? Leaving them to look out for themselves tends to make them selfish and disloyal to the chief.

Two of the most important things which assistants desire are shorter hours and larger salaries. The low salaries paid to assistants has a tendency to lower the library profession in the eyes of the public. Teachers have had to form associations in order to accomplish these things, and library assistants may have to do the same, unless librarians do it without compulsion. Promotions in business offices mean an increase in salary, but libraries make promotions without an increase. They seem to think that honor is all that we want.

Another thing, Librarians, please keep the heads of departments informed of the policy of the library. Do not let them learn it from the newspapers or readers.

ASSISTANT.

* * *

Thank you for the opportunity for mere assistants to have their say. That they sometimes receive appreciation from the public if not from the library authorities, is witnessed by two newspaper communications recently published in opposite parts of the country. Fortunately both librarians referred to have cordial relations between the heads of the library and the subordinate workers.

The newspaper reports are as follows:

The writer wishes to express his appreciation of Portland's public library. As one

who has been the patron of various libraries, both on the east and the west coasts of the country, he feels called upon to express an appreciation of good service when it is offered.

The Portland library has a good building, well located and well equipped, but above all it has one thing without which these valuable features might be—and are in many cases—more or less dormant. It has a well trained, well organized staff whose aim is good service. That they fully succeed in their aim will be evident to anyone who takes advantage of the facilities offered.

It is pleasant, as well as unusual, to see a body of efficient, intelligent, well trained people showing so deep an interest in the work of public service. It reflects great credit upon the head of the organization. In fact, the staff of the Portland library sets an example that many other departments of public service would do well to emulate.

D. S. HAYS.

Several prominent club women of Louisville were talking about the girls employed in the Public library.

"It would be hard to find a finer set of girls anywhere," said one. "They are not only girls of intelligence, but of breeding and refinement. We are certainly to be congratulated on the library force."

"Yes, it's a real pleasure to go there," said another. "Really, hunting up data for a paper or on any topic has ceased to be a bugbear to me. The girls in the reference room are so helpful. They certainly understand their work. You may mention some remote subject you'd like to read up on, anything from ancient armor to cubist art, and in a very few minutes they spread before you all sorts of articles on the subject, with the volumes actually opened to the proper page and paragraph. It has never ceased to be a marvel to me."

"And they go to any amount of trouble for you in the most cheerful way, and in addition to it all they are all such ladies," summed up a third.

No statesman dreams of doing whatever he pleases; he knows that it does not follow that because a point of morals or of policy is obvious to him it will be obvious to the nation, or even to his own friends; and it is the strength of a democratic polity that there are so many minds to be consulted and brought to agreement, and that nothing can be wisely done for which the thought, and a good deal more than the thought, of the country, its sentiment and its purpose, have not been prepared.—Woodrow Wilson.

International Society for Intercommunication

In *The Dial* (Chicago) for July 16, 1912, appeared a note under the caption of "Research and Intercommunication," by the present writer who ventured then to point out the desirability of organizing an American Co-Operative Information Bureau. Since that time the problem involved has been given further study from many angles and in many quarters. It has become obvious that any such institution when established should be of international rather than of only national scope. There is no branch of knowledge today which any one country can appropriate as its own or concerning which there is not the need of free interchange with all the world. There should, of course, be national committees and perhaps local sub-committees to bring the scheme within workable limits. The membership at large should be so registered that any individual members will know the names and addresses as well as the special interests or pursuits of all other members. This idea is the basis of a new monthly magazine soon to be inaugurated. A great variety of subjects has already been registered or suggested by the original participants in the scheme. Such a magazine might very properly become the official organ of an International Society for Intercommunication, and cover, at least potentially, the whole range of human knowledge. This, in practice, would be subject to whatever limitations the individual members themselves would establish in their direct intercorrespondence with each other.

Somewhat indirectly related to the above plan is Mr G. W. Lee's scheme of "Sponsors for Knowledge," described in the *Bulletin of the American Library Association*, for January, 1916 (vol. 10, p. 25), where a preliminary list of subjects is given with promise of early amplification.

If we put together the major part of these various suggestions, we see at once the almost endless possibilities of such a plan to promote intercommuni-

cation or the interchange of useful information. As the several projects under discussion appear to be coming gradually to a head, it may not be out of order to give the readers a good idea of the probable scope thereof which can best be done by the following list of subjects already suggested or taken by subscribers or prospective members:

- 000. GENERAL WORKS.
- 001. General Research and Intercommunication.
- 010. Bibliography.
- 100. PHILOSOPHY.
- 133.6 Palmistry.
- 134. Psychical research and Hypnotism.
- 139. Phrenology.
- 150. Psychology.
- 172.4 War and Peace.
- 177.7 Philanthropic effort in general.
- 178. Temperance and Prohibition.
- 179.2 Children, prevention of cruelty to.
- 179.3 Animals, prevention of cruelty to.
- 200. RELIGION.
- 296. Zionism.
- 300. SOCIOLOGY.
- 324.3 Suffrage.
- 326. Negroes.
- 328.8 "Trusts."
- 331.3 Child labor.
- 331.8 Labor unions.
- 332. Banking.
- 335. Socialism.
- 361. Red Cross.
- 364. Prisons.
- 368. Insurance.
- 390. Customs (manners).
- 398. Folklore.
- 400. PHILOLOGY (Languages).
- 408.9 International language.
- 420. English.
- 427. English dialects.
- 430. German.
- 440. French.
- 450. Italian.
- 460. Spanish.
- 470. Latin.
- 480. Greek.
- 495. Eastern Asiatic languages.
- 500. NATURAL SCIENCE.
- 520. Astronomy and Astrology.
- 540. Chemistry.
- 549. Mineralogy.
- 550. Geology.
- 551. Caves (geology).
- 555.04 Speleology.
- 571. Caves (natural dwellings).
- 572. Ethnology.
- 578. Microscopy.
- 580. Botany.
- 581.6 Herbalism.
- 590. Zoology.

- 595. Entomology.
- 598. Ornithology.
- 600. USEFUL ARTS (Technology).
- 608. Inventions.
- 614. Public health.
- 614.3 Pure foods.
- 614.8 Accidents.
- 629.1 Automobiles.
- 629.17 Aeronautics.
- 630. Agriculture.
- 630.7 Study and teaching of agriculture.
- 631. Soil, Fertilizers and drainage.
- 632. Pests, Hindrances.
- 633. Grains, Grasses, Fibers.
- 634. Fruits, Orchards, Vineyards.
- 634.9 Forestry.
- 635. Kitchen garden.
- 636. Domestic animals.
- 636.5 Poultry.
- 637. Dairy.
- 638. Bees.
- 639. Fishculture.
- 640. Domestic arts.
- 649. Child-welfare.
- 653. Shorthand.
- 656. Transportation: Railroading.
- 659. Advertising.
- 700. FINE ARTS.
- 710. Gardening (landscape).
- 710. Town (city) planning.
- 716. Gardening (flower).
- 720. Architecture.
- 770. Photography.
- 780. Music.
- 794. Chess.
- 796. Outdoor sports.
- 797. Boating.
- 800. LITERATURE.
- 900. HISTORY.
- 910. Geography and travels.
- 913. Archaeology.
- 913.32 Egyptology.
- 920. Biography.
- 929. Heraldry and Genealogy.

The society might be of considerable assistance to collectors of scientific specimens, or of coins, bookplates, etc. With a yearly fee of \$3 for membership, including the official organ, the society might be entirely self-supporting. No extensive facilities would be required, because of the fact that, for the most part, the members themselves would conduct the "work" in their own way by correspondence with each other as they may elect. The plan would have many advantages and would be a great help particularly to those who do not have easy and constant access to the public libraries and other facilities of the cities and larger towns.

Any readers who desire further in-

formation are requested to address the undersigned.

EUGENE F. MCPIKE.

1200 Michigan Ave., Chicago.

The Canadian Parliamentary Library Fire Loss

Answering an inquiry as to the damage actually suffered in the lamentable fire which befell the Parliamentary building at Ottawa in February the following information is given:

The confusion about the Parliamentary library is between the building and the books. The building fortunately escaped beyond the fact that the floor was flooded with water for several hours which however did no permanent damage. The books in the main library were not injured, but in the newspaper room, which is quite apart from the library building, there were shelved several thousand volumes including ecclesiastical literature, rare editions of the Bible, sets of English and French *Reviews*, etc. As the fire originated in this room, all these books were of course destroyed, as well as a great many volumes of newspapers. *The House of Commons Debates* contains a report of the librarians on the fire, of which the following is an extract:

Some exaggeration prevails as to the extent of the loss sustained. During the night of the fire, in accordance with instructions from the chief of the fire brigade, a large number of volumes were removed by the library staff, and by the troops kindly and promptly offered by Colonel Street, of the 77th.

Our actual total loss by fire is certainly large, but is confined to books in the reading room and gallery above, as follows:

1. An extensive collection of rare editions of the Bible.
2. A very large collection of English pamphlets.
3. A still larger collection of reviews, magazines and periodicals of various kinds: Quarterly, monthly and weekly, both French and English.
4. A valuable collection of ecclesiastical literature and law covering more than a century.
5. Some valuable scientific encyclopedias and dictionaries in the French language.
6. A great number of valuable donations from the Imperial Government such as the Rolls series, etc.

7. A fine collection of the reports of the American bar association obtained at considerable cost not long ago.

In the course of time, and when space can be available again, the librarians consider that the most of these losses can be repaired, through the usual library agencies, without departing from the customary routine of business, and without making undue, if any, demands on the treasury.

Especial attention is directed to the little damage done by water. Though many millions of gallons of water covered the floor and poured out through the doors from Thursday night to Sunday afternoon, hardly any found its way to the basement, a testimony to the honest work done by the contractors in 1876, when the library was constructed.

Those volumes that were at all damaged by water have been placed in a position to be dried, and little fear is felt that many will be destroyed. Some rich volumes of illustrated works of the eighteenth century may be soiled, but at present we know of none that will be ruined.

If exaggeration prevails as to our losses, no praise can be exaggerated in being bestowed on the work of the library staff on the occasion of the fire.

While the fire was in progress, all the very rare books including incunabula were removed to the vaults of the Department of Justice, and ten or fifteen thousand volumes were carried out by men of the 77th Battalion to the large summer house which stands on the brow of Parliament hill. They were guarded all night and taken back to the library in the morning, when it was found that the building was out of danger.

A rather dramatic incident that you may not have heard of was that the clock in the main tower continued to strike the hour up to midnight, although the whole tower was enveloped in flames. The top of the tower fell in at one a. m.

LAWRENCE J. BURPEE.

Texas has been notified by the Carnegie Foundation that the failure in many towns in Texas to keep their pledges with the Carnegie corporation for the up-keep of their libraries, will prevent other donations to the towns of that state. Of the 26 Carnegie libraries in Texas, it is said, only 10 have fully complied with the obligation.

New Branch Buildings in Spokane

The Spokane public library has recently occupied three branch buildings, each one of which replaced a rented store where a growing work had been carried on for several years. The library still rents four stores for branch purposes. The new buildings were erected with a donation of \$70,000 from the Carnegie Corporation and \$1,745 from local library funds. The sites were provided by the city and by donation.

The Heath branch, a Tudor building on the butterfly plan, costing \$35,715, is 70 by 61 feet in dimension, with three

librarian's office, buffet kitchen and stairway to the basement. The main floor is one room, the effect of a lobby being produced by the arrangement of periodical and display racks and the loan desk.

The East Side branch, measuring 70 by 30 feet, cost \$17,725. The office and stairway are within the main walls, and the lobby is partitioned with glass. The kitchen is above the main doorway and is reached by a stairway from the vestibule.

The boiler and fuel rooms in the two small buildings are placed twelve feet below the level of the assembly halls, and space has been economized as



reading rooms on the main floor, beside the lobby in which the loan desk is placed, the librarian's office, with work room at the rear, connected by a book lift with a storeroom below, and a staff room, with kitchen and staff lavatory.

In the basement there is a hall seating 250 people, with stage provided with footlights, and a smaller hall adjoining, which is used as a dressing room and for club meetings. There is also in the basement the boiler and fuel rooms, storeroom, public lavatories and sleeping quarters for the janitor.

The North Monroe branch cost \$18,305 and is 72 by 30 feet, with an extension at the rear accommodating the

much as possible, allowing halls that seat 200. There are also public lavatories in the basement and large closets for janitors' supplies.

The three buildings were furnished by the Library Bureau. The floor covering in the reading rooms is cork linoleum. Maple flooring was laid in the halls. A piano was purchased for each building. There are sanitary drinking fountains in the front vestibules. Electric cooking devices are provided in the buffet kitchens of the small buildings, and the staff kitchen at the Heath branch has a gas range. In each children's room is a closet with wash bowl.

"The Great American Novel"

People often talk of "the great American novel,"—an imaginary book which they fancy will be written some day. The idea, apparently, is that a genius will create a novel so typical of this country and its people that it will stand as a final expression of American life. Between the covers of one book he will place characters which all of us will recognize as our fellow-countrymen; he will set them in surroundings which will seem as familiar as home.

Of course, this can never be done. The one great English novel, or the one great French novel has never been written; and if countries smaller and more homogeneous than ours cannot be summed up in a single work, how can we expect one book to typify American life with all its extraordinary variety? A book which might describe a New England village with absolute fidelity would have little relation to the cosmopolitan aspects of New York and Chicago. What might be surprisingly faithful to South Carolina would be foreign to the Northwest. New Orleans and St. Paul are both American, but a novel dealing exclusively with one of them would not be accepted by the other as typical of the national spirit. If the man from New York or Boston is sometimes indifferent or contemptuous about "the West" (wherever that may be) so the Westerner is convinced that his is "God's country," and that there is no virtue east of the Alleghanies.

The great American novel, then, seems to expand into a small library of books? To find America in fictitious literature one must read different writers for each section. A list could be made out,—though instantly the writers of short stories have to be called upon. There are not novelists enough to go around. Many readers would declare that Miss Mary Wilkins' stories of New England are the best representatives for that section, as are O. Henry's for New York. It would be hard to name anyone who has adequately described the South of today.

But the South before and during the civil war is seen—through a golden haze of romance—in Thomas Nelson Page's books. No one name is quickly suggested in connection with any part of the great Western country, until California recalls Bret Harte. But the California which he wrote about vanished many years ago,—some people say it never existed at all. And he, like the other three, is primarily a writer of short stories, not a novelist.

There are, perhaps, two preëminent American novels. But one of them owes its distinction to its artistic excellence, the other to its historical importance. They are Hawthorne's "Scarlet Letter" and Harriet Beecher Stowe's "Uncle Tom's Cabin." As the supreme work of a remarkable imaginative genius there are very likely some critics who would say that Hawthorne's book is the one American novel. But inasmuch as it is a study of the Puritan conscience, true only of an early period of our history and in a small community, it is certainly not national in the sense of our discussion. The truth of "Uncle Tom's Cabin" is often vehemently denied; its artistic merit also is doubtful. It is important, however, as one of the most effective "purpose novels" not only of America, but of the world.

If there is a type of character typically American it seems to be the "self-made man," the man who with few advantages has risen by his own efforts to prosperity and eminence. Such a character has been described by one distinguished novelist,—"The Rise of Silas Lapham," by W. D. Howells. In a lesser degree, and dealing with its unpleasant aspects, the same theme has been ably treated in Robert Herrick's "Memoirs of an American." Still more recently, Booth Tarkington, in "The Turmoil," has used a similar character to illustrate America's sad awakening to the fact that commercial success and "bigness" are often only Dead Sea fruit. The self-made man, from a cheerful point of view, is portrayed in the humorous and popular

story called "David Harum," by E. N. Westcott.

American political life has been described in two admirable novels,—*"The Honorable Peter Stirling"* by P. L. Ford, and *"Coniston"* by Winston Churchill. Defects in our national character have been arraigned in two excellent works of social satire,—one, a painful transcript of fashionable life in the great cities, *"The House of Mirth"* by Edith Wharton; and the other, *"Unleavened Bread,"* by Robert Grant, a biting commentary upon politics, upon commercial affairs, but especially upon the half-educated woman of vague ambitions and faulty character.

A vivid picture of the old Southwest, with a combination of romance, realism, and humor, and a power in the delineation of character only attainable by a great genius, is in Mark Twain's Mississippi river story,—*"Huckleberry Finn."* The Western cattle-puncher lives in *"The Virginian"* by Owen Wister. Finally, *"Nathan Burke"* by Mary S. Watts, is a story of Ohio at the period of the Mexican war, which contains many of the elements of a representative American novel.

It is a mistake to deplore the condition of American fiction. There have been greater writers, but never at one time in this country a more worthy group of novelists than Winston Churchill, Booth Tarkington, Owen Wister, Jack London, Robert Herrick, Mrs. Wharton, and last but certainly not least, Mrs. Watts.—*Branch Library News.*

The *New York Post*, of December 13, has an extended editorial on "banishing Nick Carter." The writer is in favor of doing this but adds the important corollary that when he is banished something else equally interesting must take his place, for weak human nature is prone to prefer evil that is interesting to virtue that is dull. Consistency is also called for and in banishing Nick Carter the actor is urged to banish some other persons of equally doubtful influence.

On His Majesty's Service Only

The *daftarees*, or grown-up office-boys, have an interesting religious festival every spring, when many kinds of Hindu workers worship the tools by which they earn their living. They construct an altar on some handsome desk and decorate it with shining polished ink-wells, gayly colored blotters, festoons of red tape, etc. A Brahman is called in to officiate and after appropriate prayers there is an oblation of sweetmeats.

What an effective altar the library *daftarees* will make of catalog and shelf-list cabinets hung with wreaths of white catalog cards, blue bibliography, yellow criticism and green bibliography cards! The noble large accession books and the "D. C." will have a place of honor. There will be garnishing of pens, pencils, dating-stamps, paper-cutters, erasers, Ballard and Niagara clips, and garlands of multum-in-parvo binders and onionskin paper, while over all will be a powder of white confetti saved from the operations of the perforating stamp. I hope to get a photograph of that altar.

As supplies had not yet arrived, though ordered months before, the first thing to be done was to assemble as many as possible of the librarians of the Panjab for a short course of library training. About thirty men presented themselves,—mostly the librarians of the affiliated colleges of the university. There were old men and young ones,—Hindoos, Mohammedans, Sikhs and Christians. All knew some English. Their educational qualifications, as stated by themselves in writing, were varied: "Manager of a publishing house"; "English teacher"; "B. A., read up to M. A."; "matriculated"; "Shastri (honours in Sanskrit)"; "plucked matriculation"; "H. A. (honours in Arabic)"; "brought up at home"; etc. In order to ascertain without delay the average of their acquirements, I surprised them on the first day the class met with some written questions in history, literature and general information. Most of the replies were well

expressed though in an alien tongue, and if some of the answers move us to smiles we should ask ourselves what sort of figure we would cut if examined and required to answer in an oriental tongue. My former students will forgive me, I trust, if I quote a few of the most amusing answers.

Anonymous means a thing or work, whatever the case may be, which is passed with the general consent of a mob.

Lay of the last minstrel—at first it was written by Carlyle and then was abridged by Wordsworth.

Theodore Roosevelt was a great man.

A. D.—After death of Christ (be peace on Him).

Comedy—which begins with painful results but ends with cheerful results.

Epic—which indicates painful and sorrowful substances.

Robert Clive was the first man in Indian history who stood on his own feet, from the career of an ordinary sepoy to serve the troubled conditions of the English in 1756-1771 A. D.

Heinrich Heine—from the name he appears to be a German.

Philadelphia is the capital of the island of New Zealand on the east of U. S. A.

Columbus was the first sailor who sailed to India.

J. Pierpont Morgan,—a mathematical writer.

While referring to the subject of "English as she is spoke" in India, it may be worth while to preserve for posterity the final paragraphs of a very voluminous epistle just received. It is a typical Babu petition. The writer is quite unknown to me, and I fear little can be done for him as the tenor of his request is drowned in the flood of his eloquence.

In the state of my present despondency and helplessness, I am constrained to approach your gracious self as the ruling gem of the race of my being in government and crave your most precious opinion for my future. I am emboldened to do so particularly because of the sympathetic, generous and merciful nature of your noble self and the confidence which I have in you of not refusing your noble patronage to a promising although unfortunate youth. The first and foremost desire of mine that I may be taken under your gracious patronage and training for the science of which you are a master. I am willing to afford entire satisfaction as to my humble merits and good moral character and this can only be done if your goodself graciously condescends to allow me to receive my tuition

and training in such a situation where I may remain constantly under your direct observation. I will gladly present myself at your kind feet if I am granted the honour and I beg to assure you that my object is not so much to gain in "pay," as that of the fulfilment of my deep and sincere desire to learn something from your goodself and afterwards, if you will very kindly allow me, to serve you obediently and faithfully. I have no desire to incur your displeasure, to take up my above statement for an exaggerated boast, but fearing God, I would forsooth humbly state that you will find the above wordings of mine quite true. As regards my character and family, it is enough to say that you may, if so desired, enquire into, through the local authorities of my town and district. I beg to assure you that only after a little training as regards the technical side of your science I shall make my future prosperous by your grace and God.

These are the outpourings of my innocent heart and I most humbly but earnestly pray that your gracious self may be pleased to give a chance to obtain training under your goodself and favour me with your valuable opinion and advice for me as to what course should I follow to obtain a training of the Library work directly under you. . . .

In the end I beg to state that I have a mind to consign my life to your goodself if I am granted the honour of your kind patronage. I crave for a reply in your gracious self's own hand on the subject and hoping to be excused for this lengthy petition and praying to God for his choicest blessings upon you,

I beg to subscribe Sir

Your most obdt servant —

Be peace on him!

The members of the class, one and all, showed a most zealous, commendable spirit. They were punctual in attendance and patient under dry discourse which was often prolonged into the second hour and sometimes into the third. Moreover, there was no text-book,—a serious matter indeed for Indian students whose forte is memorizing. There was joy in the ranks on the mornings when the blackboard was covered with explicit doctrine that could be transferred first to note-books, later to brain cells, and finally to examination papers. For we had examinations—four of them—and on their results were based the carefully graded certificates issued by the university in due form at the conclusion of the course.

(Continued)

As They Do in Connecticut

The Connecticut public library committee came of age before the publication of its last biennial report to the governor. It was established in 1893, by a carefully prepared law, placing the appointment of five members, including both sexes, under the Board of Education, and providing for their traveling and clerical expenses, but for no salaries to offer temptations to politicians. Any town promising to establish and maintain a free public library was to receive not more than \$200 worth of books the first year, if that amount was voted or raised, and smaller sums equal to the town appropriation, were to be granted, even down to \$10 or \$15 in some cases. Two years later, the grant was made annual, but not to exceed \$100, whatever sum was appropriated by the town, and below that amount according to the sum voted.

So many towns accepted the conditions, and the work of the Committee increased so rapidly that in 1903 a library visitor and inspector, Mrs Belle Holcomb Johnson, who had taken the Pratt Institute library course and had been librarian of the Marshall Field memorial library in Conway, Massachusetts, was appointed. The appropriation for clerical work, traveling libraries and the Committee's expenses, was increased in 1909 to \$3,250.

In 1899, traveling libraries had been provided by Charles H. Leeds of Stamford, by women's clubs and the Connecticut Society of colonial dames, and later by the Connecticut Audubon society and the State grange. The transportation on the libraries was paid by the Committee until 1911, when the increase of loans made it necessary to require the borrowers to pay charges one way. This has lessened the circulation, but since the report was prepared, a larger appropriation for expenses has been voted.

A book-wagon has for several years taken the visitor and inspector into towns where there are no libraries, only 26 in number. (In 1893 there were

only 111 libraries in the state, 52 of which were free. Now, out of 185 libraries, 166 are free.) In the two years covered by the report, 740 calls were made on 22 families, and 4,309 volumes loaned, one and one-tenth per cent of which were in foreign languages.

Libraries receive advice and assistance provided for by the law of 1893, and the visitor and inspector helps librarians in classification, cataloging, and organizing work with schools and branches. A two-weeks' library institute was begun in the summer of 1909, and has been held every year since, usually in connection with a summer school in the Danbury State normal school building, but in 1913 in the State capitol, Hartford. The report says, "The total enrollment for the six sessions is 124. Marked improvements have been noticed in libraries whose librarians have taken this course."

Branch libraries have been established in many towns, that all inhabitants may share alike in library privileges. A Library day for schools has been celebrated for two or three years, and a program distributed by the Committee. The result has been an increased use of public libraries by teachers and pupils. Schools and teachers ask for and receive aid in the purchase of books. Libraries send a list of books which they wish to have bought with the annual grant, but the Committee reserves the right to disapprove any or all of them. Neighborhood library meetings are held, the Committee is represented at library meetings in Connecticut and other states, and the visitor and inspector frequently addresses public meetings or exhibits lantern-slides owned by the Committee.

Branches are maintained by 30 libraries, books sent to schools by 47, special privileges allowed to teachers by 114, and books in 17 modern languages circulated in 57. Various activities are reported by 30 libraries, such as circulation of pictures, celebration of authors' birthdays, free lectures for grammar and high school pupils, exhibits of books, receptions for teach-

ers, story-hour, boys' and girls' clubs, etc., etc.

The amount paid for books by the state in the first year after the Committee was organized was \$564.13. For the last fiscal year it was \$10,621.92.

The members of the committee signing the report are Charles D. Hine, secretary of the Board of education, chairman, Judge Edwin B. Gager of the Superior court of Connecticut, Henry A. Tirrell, principal of the Norwich free academy, George A. Conant, clerk of the Superior court, and Caroline M. Hewins, secretary. The chairman and secretary have held office since the formation of the Committee.

A Deserved Promotion

Andrew Keogh, who has been reference librarian at Yale, was elected librarian, March 20, to fill the vacancy caused by the death of Prof. John C. Schwab. Mr. Keogh was born in Newcastle-upon-Tyne, England. His college studies were at the Durham College of Science and he holds the degree of Master of Arts from Yale. He was reference librarian at the Newcastle public libraries from 1892 to 1898. Since 1899 he has been at Yale and since 1904 has held the position of reference librarian with the rank of professor. He has been librarian for the Elizabethian club at Yale since its organization and is a member of many important library and bibliographical associations of both America and England.

He goes to the general charge of Yale's library system because he is the man for the place. His advancement is hailed by all the discerning as a just and praiseworthy action, while some thousands of Yale men who in the past years have been helped in their adventures among the books by this genial gentleman and cordial friend, sincerely rejoice at the recognition of his undoubted excellence. He has made in his work at Yale a record commanding the praise of the ablest librarians of the country, and his appointment, though a marked departure from Yale's former habit in choosing librarians, was the preferment of a man abundantly qualified, in the technical sense, to direct the work of what is now one of the greatest libraries of this country and the world.—*New-Haven Register*.

A. L. A. Conference for 1916

The A. L. A. conference bids fair to be one of the best in the history of the association. The president has arranged a specially interesting and helpful program. Officers of other affiliated societies are planning group meetings.

The National education association will meet in New York the week following the meeting in Asbury Park. This ought to be an important item.

Asbury Park is within easy access of all points, the dates, June 26-July 3, for the majority at a most desirable time, are well chosen, there is abundant room at the first class hotels and there is ocean as well as other recreation features. We are promised a good program. This conference ought to give us an exceptionally good time.

G. B. U.

To the Asbury Park conference, reduced round trip summer excursion rates will be available from all parts of the country. From New England, the North Atlantic states and Southern points, from points south of Washington and west of New Orleans, tickets will be on sale good for either 6 months or until October 31 according to locality; from the Middle West, a 30 day ticket will be available and at a slightly higher priced rate, a ticket good until October 31; Cleveland and Columbus, Ohio, are reckoned with the North Atlantic states and will have an all-season ticket available at minimum price; from Colorado and Missouri River points, also Minneapolis and St. Paul, the tickets will allow a 60-day limit and return; Texas excursion tickets will be good until October 31. Pacific coast people will buy to New York City, good until October 31 or good for nine months, New York tickets to Asbury Park (\$1.75) can be used from there.

The Middle-West party will be conducted, as usual, by J. F. Phelan from Chicago public library and the New England by F. W. Faxon. No personally conducted return party will be planned but the Travel committee will lend its aid in getting reservations and will give all help that is required.

The post-conference trip will be omitted this year.

Further information will be given next month.

Plans for A. L. A. conference are going forward, although definite announcements cannot yet be made. The headquarters will be at the New Monterey and the Columbia hotels. These two hotels are directly across the street from each other and will accommodate 950. The A. L. A. will have exclusive use of both. An over-flow from the hotels will be provided for in the other hotels in proximity. There will be room for everybody. The rates are from \$3.50 to \$5 a day, American plan. Definite plans covering all points will be made about May 1. No reservations will be considered before the announcements are sent out.

A. L. A. Committee on D. C.

The president of the A. L. A., with the approval of Mr Dewey, has appointed an Advisory committee on the extension of the Decimal classification, as follows:

C. W. Andrews, John Crerar library, Chicago.

Corinne Bacon, White Plains, N. Y.

June R. Donnelly, Simmons college, Boston.

Jennie D. Fellows, N. Y. State library, Albany.

C. A. Flagge, Public library, Bangor, Me.

Julia Pettee, Union Theological seminary, N. Y. City.

Mary L. Sutliff, Public library, New York City.

A. Law Voge, Mechanics' library, San Francisco.

A school to study library methods as applied to business, under the name of the School of filing, has been opened in New York City, where women are trained in the principles and practice of filing. The course which takes one month for the average student, covers a study of the evolution of filing, theory of filing, modern equipments and business forms.

A Library Survey

Washington state library advisory board will undertake to give a comprehensive survey of all library activities in that state. The survey will be under the direction of the members of the advisory board as chairmen of special committees and who will doubtless call in experts for the work.

The following subjects will come within the scope of this survey:

The State library—Is a legislative reference division desirable for the state library?

Is a library organizer needed?

Traveling library department—Can the advisory board help develop it?

How can further cooperation between existing libraries and public schools be fostered to the advantage of both?

How can the county school circulating libraries be aided?

The problem of instruction in normal schools in the use of libraries and a knowledge of children's literature.

What should be the relation of the State university library to the other libraries maintained by the state?

What legislation is recommended by the board?

Work with foreigners.

John B. Kaiser, librarian of Public library of Tacoma is president of the Board.

Notes on Illinois Libraries

On March 3 the city council of Du Quoin voted to levy the two mill tax to establish a public library.

The new public library in Marion was dedicated February 29. The building is the gift of the Carnegie Corporation and cost \$18,000. Miss Sarah Houghman, Illinois '12, is organizing the new library.

The city council of Hamilton has appropriated \$1,000 as an annual support for the public library. The library was formerly maintained by a library association.

The Carlinville library association has recently received \$1,000 through the bequest of Addison H. Eldred.

The Filger memorial library at Minonk will be opened about May 1. The building cost \$20,000.

Library Meetings

Chicago—The Chicago library club met March 9 at the Newberry library. About 100 were present. The second vice-president, Miss May Massee of the *Book-List*, took the chair in the absence of both Mr Hanson and Miss Forstall.

The subject of the evening was "Some 'special libraries in Chicago." The speakers were authorities in their lines, had made special investigations, had summed up their information, and presented it in an interesting way so that the meeting was profitable and enjoyable.

Miss Louise B. Krause of the H. M. Byllesby Co., spoke on "Technical libraries." In this respect, she said, Chicago was fortunate in having the John Crerar library, one of the best technical libraries in the country. She described the smaller libraries, stating where they were, their reasons for existence, and what material they contained. Of these, the Universal Portland Cement Company library is the most complete collection of its kind in the country; it contains only authoritative material, and is open to the public, answers inquiries and lends lantern slides. The National Safety Council has a very interesting library, gathered to fulfil the motto "Safety First," supported by business men, and really the center of the Council's work. The H. M. Byllesby Company's library has a collection dealing with public utilities, and also a large photographic file. These three are in the same building. The Commonwealth Edison Company library is the senior in organization of this kind in Chicago; this and The Peoples Gas, Light and Power Company deal with the special subjects of their companies' interests. The Insurance library in the Insurance Exchange is kept up by the Insurance Underwriters. The Western Society of Engineers has an excellent library, and the Western Railway Club library, kept up by Master Mechanics and Master Car-builders' associations, has a clientele all over the world. All these libraries have their justification in the con-

venience of material; in the possibility of using the material in any way desired; in the fact that specialization can be made much more minute; and in the greater quickness with which material can be secured. These libraries try to avoid duplication and acquisition of material not much used. Miss Krause also exhibited charts from the National Safety Council.

Miss Metta B. Loomis of the University of Illinois School of Medicine library discussed medical libraries. Interest in such collections began in the '80's, and was crystallized by the formation of the Medical library association in 1889. Their collection grew and in 1899 was given to the Newberry library for its medical department. In 1906, by mutual agreement this was transferred to the John Crerar library, and contains now three collections made by Dr Nicholas Senn, who fathered the project, and a valuable collection of medical incunabula. Next in size and importance to the Crerar are the libraries connected with medical schools. The Northwestern Medical library in 1865 started with 1,000 volumes. Rush Medical College library began in 1899 with 250 volumes and 75 periodicals, and grew fast; when the college affiliated with the University of Chicago, there was made necessary another library at the university for the lower medical classes. This is the Biological library of the University of Chicago with 18,000 volumes. The library of the College of physicians and surgeons started in 1897 and grew unevenly, but latterly, as the University of Illinois school of medicine, has been rounding out its collections. Hahnemann, Bennett Medical, and the Chicago college of medicine and surgery all have their libraries. Many hospitals have gathered collections, of which the best are Augustana and Michael Reese. The Department of health has a library which is a cross between medical and commercial. Very unusual is the library of the American medical association, which not only has its regular collection, but a remarkable index li-

brary, and traveling libraries, and does reference work for its 41,000 members throughout the country. All the medical libraries in Chicago are crowded for room, and many prospective donors are awaiting fireproof buildings before giving valuable collections. Chicago is the only large city without a center for books, research facilities, and meetings. The Crerar will have such a building, but another is wanted on the West side near the hospitals with their 3,000 patients, and the medical schools with their thousand students and several hundred professors.

Rev J. F. Lyons, librarian of McCormick Theological Seminary library, followed Miss Loomis. He surprised the audiences, as he said he had found himself surprised, at the fact that Chicago with its suburbs has more theological institutions than any other city in the country, 14, Philadelphia being second with 8. Mr Lyons named the seminaries, and said that all had libraries, for the study of theology since the Middle Ages has been absolutely dependent on collections of books. The largest collections in the Chicago seminaries range from 10,000 to 42,000 volumes. At Evanston, the Garrett Biblical institute has 35,000 volumes, of which nearly one-half have come in the last three years at an expenditure of about \$1,000 a year. This has been due to the new librarian, Rev S. G. Ayres, for whom he expressed great admiration, not only as an acquirer of books, but as a writer, an organizer, and administrator; for with small appropriations and student help he has built up the library, reclassified, recataloged, and indexed sermon material and conference reports. McCormick seminary has 42,000 volumes, housed in a hundred-thousand dollar building devoted exclusively to library purposes. Chicago Theological seminary has the Hammond library, from which 1,400 volumes have been moved since the graduate work was affiliated with the University of Chicago. There is some doubt as to the future of the library, but at present most of the books are at the old loca-

tion. The Western seminary (Protestant Episcopal) has 20,000 volumes. It has a special endowment for works on Egyptology, and has one of the best collections on that subject in the country. The Evangelical Lutheran seminary library at Maywood is the youngest of the libraries. The University of Chicago has proved a magnet for theological institutions. In 1891 the Baptist seminary from Morgan Park became a part; then Ryder divinity school from Lombard college; then the Disciples Divinity school; and finally Chicago Theological seminary (Congregational). The library for these is in Haskell Oriental building, where there are 30,000 volumes under the care of Dr Runyon. It is broader in outlook because of the several denominations connected with it, and may become the great theological library of the city.

Mr Lyons said that despite these libraries he would like to see another one, largely endowed, for the religious interests of Chicago and the whole West, which would send out books to ministers on their fields, unable to purchase them. The model for this is the General Theological library in Boston, and he would hope that a broadly conceived, well administered library such as this could become a reality.

Mr F. W. Schenk of the University of Chicago spoke on law libraries, indicating first some of the subjects one could find in them, and then comparing the needs of a lawyer from Coke's day when he complained of having to go through 100 volumes of reports, to today when the number of volumes necessary for a workable library is 30,000. As the librarian must know the contents, indexes are necessities. In Chicago the law libraries are very much of the same nature. These are the Ashland Block Law library, consisting of about 5,600 volumes of reports of Illinois and neighboring states, for the use of tenants in the building; the Chicago Bar association, composed of younger lawyers, having 15,460 volumes and with dues of \$10.00; the Chicago Law institute, in the County

building (but a private library), with 62,000 volumes and membership costing \$110.00; the Northwestern university law library, with over 42,000 volumes, including large and valuable collections on Continental and South American law; and the University of Chicago Law School library, established in 1902, and now having 41,290 volumes. These libraries all contain reports and decisions, periodicals, individual trials. Their users are instructors, students, writers, lawyers, lay readers (i. e., sociological, economic, political science and historical investigators), and they use the libraries in the above order, except in the Law institute, where lawyers are the chief users, then students, instructors, writers, and lay readers. For the most part, however, the lay reader has no law library to go to, these libraries all being private. Nor has the young lawyer any place within his means. Chicago needs a good public law library. This could be obtained if a law was passed in Illinois as has been done recently in Georgia providing for county law libraries.

After the formal discussion was over, three minutes were allowed for a suffrage speech, and then the meeting adjourned for inspection of exhibits and for refreshments provided by Newberry library.

AUGUSTUS H. SHEARER,
Secretary.

Connecticut—The twenty-fifth annual meeting of the Connecticut library association was held Thursday, Feb. 24, at Waterbury.

The President, Miss Helen Sperry, introduced the Hon Martin Scully, mayor of Waterbury and president of the Silas Bronson library board, who welcomed the association to Waterbury.

The first paper of the morning was by Miss Mary H. Davis, librarian of the Connecticut college for women, who described briefly Connecticut college as it is to-day, and outlined the course in library training which is a part of its curriculum.

Henry W. Kent, assistant secretary of the Metropolitan art museum, gave an interesting address on museums. He traced the history of museums from the earliest times, pointing out that the curiosity of the Crusaders was the foundation upon which the museum idea was built. The public museum as we understand it today, we owe to Queen Victoria. With the museum at South Kensington, educational museums really began.

The early American museums were established chiefly by schools and societies, the one founded at Bowdoin college in 1811 being the first. To-day the museum is of great importance in supplementing the work of the public schools.

Mr Kent said that librarians might learn much from museums concerning the value of exhibition. Everything connected with book making, prints, etchings, etc., should be shown, and they should not be content with bulletins composed of magazine pictures but should provide reproductions of higher artistic merit. He considered it an important duty of libraries to create a respect for books and teach people how to buy wisely.

Continuing he said that the war had developed a special interest in the use of the collections of fabrics and jewelry by designers who formerly obtained their designs abroad. Librarians, he thought, should strengthen their departments of art and design for after the war there will be an increased demand in this line by manufacturers who must prepare to compete with foreign manufacturers.

The Silas Bronson library entertained the association at luncheon.

Many visited the exhibition of children's books at the Silas Bronson library and listened to an informal talk by Miss Caroline M. Hewins of Hartford, on foreign picture books, supplemented by a splendid collection of these books from the Hartford public library.

At the afternoon session, resolutions of regret were offered on the death of

Prof John C. Schwab, Walter Learned and Mrs Lillian Gunn Smith.

The following officers were elected: President, Miss Anna Rockwell of New Britain; vice-presidents, Frederick W. Edgerton of New London; Anna Hadley of Winsted, Laure H. Philbrook of Middletown, Fanny Brown of Danbury and the Hon Martin Scully of Waterbury; secretary, Mrs C. H. Bissell of Southington; treasurer, Esther B. Owen of Hartford.

A delightful talk entitled "Recollections of a Goethe collector" was given by Mr William A. Speck of Yale university and was illustrated by many rare and valuable specimens from his collection of Goetheana which now numbers 3,000 items and is one of the most complete in the world. He explained his methods of collecting in Weimar, relating numberless anecdotes of his experiences and mentioning his occupancy in Weimar of the room where Goethe spent much time.

Miss Anna Hadley of the Gilbert school, Winsted, gave an account of the meeting of the Library section of the Association of classical and high school teachers, in Hartford, February 12.

The meeting adjourned with a vote of thanks to the Mattatuck Historical society and the Silas Bronson library.

ELEANOR M. EDWARDS.

New Jersey—The seventh meeting of the New Jersey school librarians' association was held in the Reid library, Passaic, New Jersey, on February 12. After a short business session Miss Elizabeth B. McKnight, of Bay Ridge (L. I.) high school, gave a talk on "The best magazine for high school libraries," which was valuable because of the speaker's wide experience. A helpful discussion followed and tea was served.

A. M. HARAY, secretary.

New York—The fourth meeting of the year of the Library club was held at the Russell Sage Foundation building, March 9, 1916, President Jenkins in the chair.

Mr John M. Glenn, director of the

Foundation, graciously welcomed the club in a brief address, and Miss Theresa Hitchler gave voice to the feelings of all present by moving that a vote of thanks be extended to the Foundation for their cordial welcome and most hospitable reception.

The membership committee under the chairmanship of Mr Ralph Dunbar has been working vigorously to enlarge the club. At this meeting 98 new members were elected.

After the usual routine business, the president introduced Mrs Riggs (Kate Douglas Wiggin) who delighted the audience by readings from her own stories. Admirers of Dickens rejoiced in the glimpse of a most lovable man given in "A child's journey with Dickens." Equally pleasurable was the reading from the pathetic story of "A village Stradivarius." For the last reading, Mrs Riggs permitted her audience to choose between a Rebecca story and the struggles of the Rugglesses in preparing for that never-to-be forgotten Christmas dinner, and the Rugglesses won by a large vote.

It was a gracious act on the part of Mrs Riggs to give so generously of her talent particularly as she was just recovering from an illness. The unusual treat was greatly appreciated by the members of the club. This was shown by the attendance of more than 500 and on a motion by Mr H. M. Wilson, the club expressed its pleasure in Mrs Riggs's readings by a rising vote of thanks. The club then adjourned to the library, where refreshments were served.

ELEANOR H. FRICK,
Secretary.

Coming Meetings

The 1916 meeting of A. L. A. will be held at Asbury Park, N. J., June 26-July 1.

The Nebraska library association will hold its 1916 meeting about the middle of October.

Kansas library association will have a joint meeting with the Arkansas library association next October and plans for the meeting will be sent out later.

Atlantic City Meetings

The twentieth annual meeting of the Pennsylvania library club and the New Jersey library association was held at the Hotel Chelsea, Atlantic City, New Jersey, March 3-4, 1916.

The weather was of the usual March type, changeable, but the attendance was larger than at any previous meeting, 326 having registered at the hotel, while twenty or more stayed elsewhere.

The first meeting of the joint session on Friday evening, March 3, was under the auspices of the Pennsylvania library club, with the president, Frederick N. Morton, in the chair. Words of welcome were given by Atlantic City officials.

Constantin Von Sternberg, president of the Sternberg school of music of Philadelphia, Pa., gave a very delightful and unique talk on "The connection between books and music," saying that the connection was very much the same as that between any other profession and books which called for inspiration, but that he sometimes wondered whether any other profession demanded such voracious readers as music does. He strongly urged librarians to buy the best musical text books for those unable to purchase them for themselves, thus encouraging the student who otherwise would oftentimes be discouraged. Mr Von Sternberg said musicians as a class have literary tastes in a much higher degree than bookish people have for music. He also said that musical novels were in most cases apt to be inaccurate in their use of musical terms. Mr Von Sternberg gave some very humorous illustrations of freak music, which was followed by several numbers of classical music.

Dr A. S. W. Rosenbach followed with an illustrated talk on "Early American children's books" saying that the history of early American children's books reveals with strange fidelity the change in the outward character of the American child; that it shows a progress, or, some would say, a retrogression from the gloomy, suppressed, religion soaked, harmless, spiritless child of Puritan New England to the mischievous, pirate-loving, dime-novel reading, precocious little

devil of our own day. Dr Rosenbach said that he did not mean to infer that his parents tried to make him. "It is a curious fact," he said, "that the best juvenile books are always the best ones for grown ups; in truth, the greatest juvenile stories are more appreciated by the aged and infirm than by those for whom they are primarily intended." "The best books for children in the seventeenth and eighteenth centuries were generally printed in England, as the Colonial printing presses were diligently occupied with the issuing of theological works. An examination of some of these will lay bare the state of mind or conscience of New England, one of the books being entitled 'A present for children, consisting of several Divine hymns and moral songs.' The scenes of all juvenile histories were formerly laid in foreign countries. The interest in American history began at the close of the Revolution. The Colonies now had their own history and some of the rarest and perhaps most attractive books to the student are those dealing with this subject. Some have a smattering of truth; in others it was frankly and delightfully absent.

The subject of early juvenile literature is one that should receive the attention of the student, for it not only shows the evolution of thought in America and the history of pedagogy, but traces the course of publishing and printing in the United States. The little volumes themselves show this better than anything else. Their thin worn covers reveal to us quaintly, picturesquely and truthfully the quickening change from the days of the Puritan fathers to our own times."

The Saturday morning session was conducted by the New Jersey library association. Saturday evening session was a joint meeting under the auspices of the two associations, Dr Ernest C. Richardson, librarian, University library, Princeton, N. J., in the chair.

The following resolution offered by Mr Montgomery was accepted by a rising vote:

The members of the Pennsylvania library club and of the New Jersey library associ-

ation have learned with sorrow of the death, on February 23, 1916, of John Thomson, A.M., Litt.D., librarian of The Free library of Philadelphia.

Dr Thomson was one of the founders of the annual meeting at Atlantic City of these two organizations, and frequently presided at its sessions.

His industry in providing the speakers, and his personal interest in the proceedings, had much to do with the success of these annual meetings.

His genial presence, his friendly greeting, and his definite personality, will be long remembered by the members of the two organizations with which his name has been so closely connected.

THOMAS L. MONTGOMERY, Chairman.
JOHN ASHURST,
EDWARD J. NOLAN.

Dr Richardson then introduced George F. Deiser, Esq., who gave a most interesting talk on Legal parchments, illustrated by lantern slides. Mr. Deiser said:

"Legal parchments illustrated with reproductions of ancient legal manuscripts embody general precedents used by judges and lawyers from the beginning of our legal system. In this way the object of precedents is illustrated and also how a previous written record of a decision tends to influence subsequent ones, this being a round-about way of expressing the meaning of a precedent. There are two sorts of manuscripts of very grave interest, the one sort being manuscripts of Year Books which give the details of how decisions were reached and the other reproductions of original documents such as deeds and indentures, one novel manuscript showing a bag containing some dirt taken from the property conveyed, this being one method of showing a transfer. The transfer was known as *livery of seisin*. These illustrate the very earliest methods of making permanent legal records which is the necessary foundation of legal security and likewise one of the essentials of any sane legal development. The manuscripts illustrated varied in age between six and eight or nine hundred years old.

JEAN E. GRAFFEN,
Secretary.

The New Jersey association's annual meeting was held Friday afternoon. The business meeting was called to or-

der at half past three o'clock, the president, Miss McVety, in the chair. It was ordered that since the secretary's report had been published in the *New Jersey Bulletin* for April the reading of it should be dispensed with, and the transaction of the regular business followed.

Miss McVety in opening the discussions called to mind the fact that 25 years ago the New Jersey association came into existence and called upon Dr Hill of the Brooklyn library, who spoke on "Twenty-five years of the New Jersey library association." The first city to take advantage of the library law of 1884 was Paterson, followed within a few years by Passaic, Newark, Hoboken and Jersey City. On December 29, 1890, a meeting was held in Trenton to discuss the advisability of forming a New Jersey library association, and the meeting resolved itself into a permanent organization with William Prall as president. For several years the attention of the association was occupied with University Extension courses and library laws, then for a time interest waned, but in 1894 new life was put into the organization and for two years three meetings a year were held. It was in 1896, at Dr Hill's suggestion, that the first joint meeting of the Pennsylvania library club and the New Jersey library association was held at Atlantic City with an attendance of 130.

At the close of Dr Hill's talk, Miss McVety stated the plan of the New Jersey meeting. A list of topics for discussion at this meeting was mailed to 125 librarians and department heads in New Jersey libraries. There were 60 responses and the three topics on the program arranged in the order of preference represented the choice of those 60 librarians. This year, the papers had been printed and circulated among the members of the association and the outlines only were to be presented at the meeting. Miss McVety then introduced Miss Maud McClelland of the New York public library, who outlined her paper on the "Use of fiction as reference material." Miss Mc-

Clelland depicted a judgment hall where book-souls were accounting for their life-time spent upon earth. The books being judged belonged to the tribe of "Fiction" and though each had had many readers it was impossible to tell just how much information those readers had gleaned and a new judge had decreed that unless a book could prove that some of its readers had gained accurate and useful information from its pages it was not entitled to a place in the Decimal Classification. By apt illustrations Miss McClelland showed that nearly all books of fiction could be classified as non-fiction, or reference material, indeed, many small boys had obtained their ideas of English history from the works of G. A. Henty and a large number of readers based their knowledge of New England scenes and character on the novels of Sarah Orne Jewett and Mary E. Wilkins.

Following Miss McClelland, Miss Ella B. Cook of the Trenton library in a very clever manner pictured the consternation in the reference department when the works of fiction arrived and showed that study became a delightful pastime, advertising was no longer necessary and the sole excuse for the librarian's superior knowledge was the creation of atmosphere. Then taking up the serious side of the question she defined reference material and reference work and discussed the class of fiction which should be eliminated from consideration and that which might be properly included. Miss Cook laid stress on making the material available and felt that the benefits derived from this use of fiction would scarcely compensate for the time, labor and expense involved in making it accessible.

Miss Corinne Bacon of the H. W. Wilson Company spoke on the class of fiction available for reference work. Detective stories, novels of literary workmanship and inspiration had no reference use whatever. Novels of information, novels portraying real characters, or describing the life of a period might be fittingly used. After an in-

teresting and spirited discussion in which many participated, notably Miss Connelly, the chairman introduced Miss Marion G. Clark, head of the history department of the Newark State normal school, who spoke on the topic, "The small library helping the teacher with her geography and history lesson." Miss Clark first spoke of the material needed by the teacher which could be obtained through the library and then considered ways and means of getting such material and information before the teachers. She suggested coöperation with the pupils in collecting material for use in the classroom, and emphasized the value of the story hour in teaching local history. Miss Clark felt that the teacher helped in one line was helped in all other lines. That coöperation could not be confined within the limits of any subject but reached out and touched all others.

Miss Edith H. Crowell of Bernardsville spoke briefly of material which could be obtained free or at small cost, thus enabling the small library to supply its teachers with many desirable aids in their work. Miss Jessie F. Adams of Atlantic City laid stress on the value of local history stories and cited several by way of illustration. As the hour was late the last number on the program was postponed until the Saturday morning session and the meeting adjourned.

The Saturday morning session was presided over by the Hon. Pierre P. Garven of Bayonne. Continuing the program of Friday afternoon Miss Agnes Miller of Princeton led the discussion on the topic, "Why continue the fines system?" Miss Miller in preparing her paper had communicated with librarians, state organizers, trustees, and the public and found that the replies were all along the same line in favor of the fines system. Miss Miller did not agree with the plan of allowing the fine to become automatically cancelled, nor did she believe in limiting the amount of the fine. Miss Hill of Summit read a paper written by Miss Kimball of Madison, a plea for the

abolishing of fines in the children's room. As fines were a punishment for the abuse of a privilege, Miss Kimball argued that a more fitting punishment would be the withdrawal of that privilege for a stated time. Miss Herber of Bayonne then presented a paper written by Miss Catherine Van Dyne of Newark. Miss Van Dyne held that fines are a library tradition and by adhering to this tradition the library is sacrificing its ideals. People too poor to pay fines are too poor to buy books and they are the ones who most need the library. Business houses are returning money and still prospering, why not run the library on a business basis? After a general discussion the regular program for this session was taken up.

Miss Louise Connelly of Newark gave a most interesting and stimulating talk on the topic, "What part of all that is read in New Jersey is supplied by libraries?" Her conclusions being based on surveys made by Miss Boggan of Hackensack, Miss Shivers of Perth Amboy, Miss Brower of Glen Ridge and Mr Bamford of Belmar. Miss Connelly began by saying that it was natural for librarians to feel that the crowds going in and out of their buildings represented the "reading public." From figures provided by Miss Boggan the following deductions were made: the number of borrowers in the Hackensack library is 45 per cent of the people who might borrow and the number of volumes circulated to these people is a little over a volume a month. As to newspapers and magazine reading, it was found that five times as much reading is done from newspapers as from books obtained from the library. Similar calculations based on the other reports led to somewhat the same result. Figures of magazine and newspaper circulation in New Jersey show that in 52 days there is read as much reading matter from newspapers and magazines as from all the books circulated by all the libraries of the state. Miss Connelly also put out a questionnaire among readers.

The returns tabulated by families and persons showed that in each case over 50 per cent of the reading done was from magazines and newspapers. Therefore, the inference is that between one-seventh and one-fourth of the reading done in New Jersey is from books provided by the public libraries. In concluding Miss Connelly said the question raised in her mind was, do libraries make so small an appeal to the general public because their standards are too high? There are evidently two opinions among librarians, but the opinion that the standard must be kept high has prevailed with the result that the upper classes, intellectually, get their reading from the taxes, while the proletariat have to pay for theirs out of their own pockets.

The following officers were elected for the ensuing year:

President, Dr Ernest C. Richardson, Princeton; first vice-president, Edward L. Katzenbach, Trenton; second vice-president, Miss Adeline J. Pratt, Asbury Park; treasurer, Miss Elizabeth White, Passaic; secretary, Miss Norma B. Bennett, Madison.

On Saturday afternoon, the trustees of the Atlantic City library held an informal reception at the Hotel Traymore. This hotel has many unique and interesting features; the long exchange, the submarine grill, the library room and the tower with its superb view of Atlantic City and vicinity. It was, indeed, a rare treat, enhanced by a gracious hospitality which will make the reception one long to be remembered.

The last session of the conference was held on Saturday evening with Dr Ernest C. Richardson of Princeton presiding. Mr Frederick W. Faxon gave the announcement of the Travel committee of the A. L. A.

George F. Deiser, librarian of the Hirst Free law library of Philadelphia lectured on "Legal parchments" and presented his subject in a most able manner. The last speaker on the program was Mr E. M. Sterling, vice-president of the George L. Dyer Com-

pany. Mr Sterling presented a summary of five reports on "What libraries can learn from the methods of promotion and education of the Curtis Publishing Company." These reports were made by Miss Burnet of Dover, Miss Hackett of Englewood, Miss Hinsdale of East Orange, Miss Moon of Trenton, and Miss Prevost of Elizabeth. The Curtis company, Mr Sterling said, has products to satisfy public desire and meet public need, so has the library. But it was one thing for the Curtis company to discover its market and quite another thing for the market to discover the Curtis company, this also is a library problem. One of the principles embodied in the practice of this company is persistent and intelligent advertising and the need of this same principle in the library was clearly brought out in the various reports.

In connection with the papers on geography and the methods of the Curtis Publishing Company the Newark library made a very interesting and suggestive exhibit, and the New Jersey commission had an excellent display of the state publications most useful to the small library.

Many of the old time faces were absent from the meeting and many new faces of young people were to be seen at every session.

The conference closed with a dance. Special dinners were given on Saturday evening by the alumni of Drexel institute and the New York library schools, while the graduates of the Pratt Institute library school held their dinner Sunday noon.

NORMA B. BENNETT,
Secretary.

Illinois Trustees' Meeting

A meeting of the Illinois state association of library trustees will be held at Chicago public library, April 20, at 9:30 A. M. There will be a discussion of library budgets and the tax amendments and State needs in library legislation and all subjects connected with library management.

J. L. O'DONNELL, president.

Interesting Things in Print

Detroit public library has issued a selected list of books on Manual arts.

The January number of *Reference Bulletin* published by Index Office of Chicago is devoted to medical subjects.

The Boston Book Company has issued a Bibliography of American popular magazines in a 32 page pamphlet.

Kansas City public library issued a reading list on "Children, mothers, boy and girl building, home education and training," for Child welfare week.

Mechanics' Institute of San Francisco, Cal., has issued a classified list of books added to the library in 1915. There are about 2,000 titles in the 85 pages.

A library hand-book has been issued by the State normal school of Los Angeles for the benefit of the students. Rules, regulations and descriptive contents of the library are given.

A list of actable one-act plays in the Chicago public library has been compiled by Samuel Kaplan of the library staff. No small value of the list, itself, is in the accompanying annotations of the plays included.

The annual cumulation of the numbers of the 1915 *Open Shelf*, which will appear about March 25, will take the place of the January 1916 number. This cumulation will be fully annotated, with scheme of classification and author and title index.

A list of the serials in the Leland Stanford Junior university has been issued. Periodicals of the General, Law and Lane medical libraries are all included. Governmental publications are omitted. The list forms an octavo volume of 169 pages.

The February number of *Normal Instructor and Primary Plans* contains an article by M. Frances Warren on "Helps in geography teaching." The article contains a very good list of free industrial exhibits for school work which doubtless will be valuable to librarians.

A list prepared on, "What can I find to read for convalescent patients," by Miss Edith Kathleen Jones of the McLean Hospital, Waverly, Mass., in the February number of the *Nurse* introduces a periodical of special interest and one which would undoubtedly be much appreciated by those who are only casually interested, for the most part, in what the library contains.

The Chivers' Book Binding Company of Brooklyn has issued a catalog of 12,000 selected books including standard fiction, adult and juvenile replacements and textbooks, all in the Chivers' reformed binding, for the use of the public library and public schools. Publishers and prices of the volumes are given. Some explanations of what the Chivers' binding consist are also enclosed.

The original pictures made for The Jolly book, one of the Christmas publications of Houghton, Mifflin Company, are on exhibition at The Copley gallery, Boston, with other illustrations and bookplates by the same artist, Miss Amy M. Sacker. The Jolly book is the latest work of Frances Jenkins Olcott, who organized the Training school for children for 13 years its director.

The *Journal of the National Institute of Social Sciences* (bound volume No. 1), 1915, has been issued by the Boston Book Company. This volume is the successor to the *Journal of Social Science*. There are nearly 30 papers included in the volume by such authors as: Mr Root, Dr Eliot, Mr Taft, Otis Skinner, Dr Grenfell, Mr Bonaparte and others on a variety of phases of the social sciences that are of current interest.

A manuscript map of New York City, when that town had only 45 landholders and as it appeared to Joan Vingboons, a Holland traveler in 1639, has come into the possession of the Library of Congress by the will of the late Henry Harrisse, who died in Paris in 1913. This map of New York is said to be the earliest in existence and is perfectly preserved. Its colors and lines are still clear and strong.

It will be a matter of interest to the readers of *The Dial*, the journal of literary criticism, discussion and information, founded in Chicago, 1880 by the late Francis F. Browne, to know that that paper has passed into the ownership and control of Herbert S. Browne and Waldo R. Browne, sons of the founder, who will issue both *The Dial* and *Books of the Month*.

Mr Waldo R. Browne who has been connected for a long time with the editorial work of *The Dial* will continue as editor and the business management of both publications will be under the direction of Mr Herbert S. Browne.

The Nebraska legislative reference bureau has issued a pamphlet (*Bulletin No. 9*) on State supported library activities in the United States. The author says that the attempt is to show what the general and special library facilities are, provided by the several states. It excludes all instructional or departmental libraries, as well as those in state universities and normal schools. Its aim is to furnish or introduce the facts upon which the economy and efficiency survey of the library activities of the state may rest. Nearly 30 pages of statistics show a wide variance in the support given by the different states to the work. Dissertations on state library interests are given by the state librarians of Iowa, California and New York.

The Bulletin was prepared by Edna D. Bullock who has had a wide experience in library service and who in this has made a distinct contribution of information concerning state support for library activities.

"Official index to state legislation," the work of a joint committee on National legislative information service represented in the American association of law libraries and the National association of state libraries, has been issued. The index is intended to give the number, date of introduction and member introducing, subject and effect and position of every bill in every state legislature, arranged numerically, and also a classification of all bills by subjects.

In 1916 until the first of June, the indexes will be cumulated and published weekly and each new issue will contain the latest information as to place and changes, new bills introduced at the time of going to press, and other information.

A complete annual number will be issued about August 1. To those who are interested in the progress of various interests through legislative enactment, the index will doubtless prove of incalculable value but the support of all concerned in state legislation, is necessary to make its publication permanent. Doubtless many persons not connected or especially interested in library activity will appreciate being informed by their library of the publications of this index and the opportunity for helpfulness it offers.

List of Art Books

A list of books recommended as especially valuable to those interested in the study of American art has been prepared by Miss Jeanette Drake of the Public library at Sioux City, Iowa. The list is as follows:

- Benjamin—Our American artists.
- Bryant—What pictures to see in America.
- Caffin—American masters of painting.
- Caffin—American masters of sculpture.
- DeForest—Short history of art.
- Hartmann—History of American art, 2 v.
- Hartmann—Modern American sculpture.
- Innes—Schools of painting. European and American.
- Isham—History of American painting.
- Partridge—Art for America.
- Pattison—Handbook of art in our own country.
- Preyer—Art of the Metropolitan museum.
- Rummell—Aims and ideals of representative American painters.
- Smith—American illustrators.
- Taft—History of American sculpture.
- Weitenkampft—American graphic art.

In addition to the foregoing are the reports of art institutes and galleries, all such periodicals as *American Art News*, *Decoration and Art*, *Fine Arts Magazine*, *American Magazine of Art* and the *International Studio*.

Books on Education

No. 2 of the *Library Poster* of the Seattle public library contains an an-

notated list of important books on educational topics published in 1915. The following are included:

- Adams, John. Making the most of one's mind. 1915. 290 p.
- Alderman, L. R. School credit for home work. 1915. 181 p.
- Bloomfield, Meyer, editor. Readings in vocational guidance. 1915. 723 p.
- Burgerstein, Leo. School hygiene. 1915. 188 p.
- Curtis, H. S. Education through play. 1915. 359 p.
- Dewey, John, and Dewey, Evelyn. Schools of tomorrow. 1915. 316 p.
- Earhart, L. B. Types of teaching. 1915. 277 p.
- Hillyer, V. M. Child training. 1915. 299 p.
- Johnson, Henry. Teaching of history in elementary and secondary schools. 1915. 497 p.
- Judd, C. H. Psychology of high school subjects. 1915. 515 p.
- Leach, A. F. Schools of medieval England. 1915. 349 p.
- Lee, Joseph. Play in education. 1915. 500 p.
- Lincoln, L. J. Everyday pedagogy. 1915. 310 p.
- McCormick, P. J. History of education. 1915. 401 p.
- Mathews, L. K. The dean of woman. 1915. 275 p.
- Nearing, Scott. The new education. 1915. 264 p.
- Perry, A. C. Discipline as a school problem. 1915. 273 p.
- Roman, F. W. Industrial and commercial schools of the United States and Germany. 1915. 382 p.
- Schneider, Herman. Education for industrial workers. 1915. 98 p.
- Wright, J. D. What the mother of a deaf child ought to know. 1915. 107 p.

A Review of a Review*

"The child in human progress" concerns itself with a neglected chapter in the history of civilization. The author, George Henry Payne, has been intimately identified with the child protection movement. His book is evidence of extended research with relation to the place of the child in the

*The child in human progress. By George Henry Payne. Foreword by A. Jacobi, M.D., LL.D. New York and London, 1916. G. P. Putnam's Sons. 40 Illustrations. Net \$2.50. social scheme, dating from the days of primitive man, to the age of industrial

progress with its child-labor problem and corrective legislation; from the barbaric ages when child-sacrifice was rife, to the ante-modern decades of slavery among children.

The book is made up, in large proportion, of assembled information and facts, presented in citations, and always interesting because they astonish one. To read that the Greeks, a race counted among the more humane peoples of the ancient world, thought of children as "bad bargains" to be got rid of, is discomforting to every real lover of Greek lore. Many were the luxury-loving Greek parents who exposed or abandoned their offspring without any troublesome public notions of race suicide, or over-much affection, to hinder them in their pursuit of Hellenic ideals.

There is a minimum of opinion and comment of the author on these and other aspects of the subject; a little more would have been welcome, for the reader feels the need of an orderly interpretation of the material gathered from such various sources. Mr Payne has scarcely given due emphasis to the significance of the facts he presents and the purpose intended in his research. The wide-spread influence, for instance, of an idea such as that conceived in the minds of a few Christian men during the Dark Ages, that even children have souls, as well as their elders, a thought resulting as it did in a more humane and tender attitude toward the child, could hardly be expressed with too much emphasis.

Christianity, among all the religions of the world, the author shows to have been more vital in the affairs of men, and its growth more sure, because it loves the child. A wealth of information of historical worth on this and like topics is here for the student of Christianity, for the pediatricist, for the sociologist, the moralist, teacher, physician, and welfare worker. The book will serve a purpose in their work by providing a background for the numerous other writings on the subject of the child.

RALPH E. DUNCAN.

Library Schools

Carnegie library of Pittsburgh

Training school for children's librarians

Miss Mary Eileen Ahern, editor of *PUBLIC LIBRARIES*, Chicago, lectured to the school, March 8, on "Experiences of an editor."

"Mrs Dodge and 50 years of Hans Brinker" and "The New York public library" were the subjects of two talks given, March 11, by Miss Annie Carroll Moore, supervisor of work with children, New York public library. The second talk was illustrated by lantern slides.

Mr George B. Utley, secretary of the American library association, spoke, March 14, on the work of the A. L. A.

As a part of the course in "Lending systems," junior students were required to visit circulating libraries maintained by book stores and report on the methods followed in lending books.

Mary Abbie Goding, '03-04, died February, 1916, in Philadelphia. Miss Goding was children's librarian of the Free library of Philadelphia from 1904 to 1911.

Eva I. Cloud, '12-13, has been appointed chairman of a State committee on publicity by the Illinois library association. Miss Cloud is librarian of the Public library, Kewanee, Illinois.

Mable Harlow, '10-13, has resigned her position as assistant in the children's department of the Carnegie library of Pittsburgh to accept the position of children's librarian in the Carnegie library, Oberlin, Ohio.

Pratt institute

For the second time the school has had the privileges of the J. P. Morgan library extended to it, and the class of 1916 enjoyed to the full the experience of seeing and actually handling the treasures of that wonderful collection. The Golden Gospels (a manuscript of the time of Charlemagne), Queen Elizabeth's prayer book, Mary Queen of Scots' school geography, the original letters of Catharine de Medici, the Gutenberg bible, the manuscript of

Dickens' Christmas carol were among the priceless treasures the students were allowed to lay reverent hands upon. The value to the school of this opportunity was expressed by one of them in these words:

But best of all, I liked the part of the library which contained the manuscripts of authors we all know and love, Dickens, Scott, Thackeray, Keats, Byron, and the rest. To look at and read the things they *really* wrote, made the author a great deal nearer and dearer to me, and I'm sure no one could ever see such things and not go back to their books without a renewed and deepened love and interest.

Advantage was taken on February 17 of a triple attraction at the American Art galleries,—the exhibition of the Lambert collection of old masters, the J. S. Morgan engravings, and a library of rare books,—to attend one of the auction sales at which first editions of Dickens and other English authors were sold.

Miss Annie Carroll Moore, superintendent of children's work in the New York public library, gave the class two lectures on February 8 and 15,—one on the History of children's work and the other on Book selection for children. Mr Edwin H. Anderson, director of the New York public library system, lectured, February 29, on the Human aspects of the administration of a large library. On Tuesday afternoon, March 7, Miss Mary E. Hall gave her annual lecture on the Opportunity of the high school librarian, which, as usual, met with enthusiastic response from the class. Mr Andrew Keogh, librarian of Yale University, lectured on March 14 on the Problems of college library administration.

The school was represented at the Atlantic City spring library meeting on March 3 and 4 by Miss Gooch. A Pratt dinner was held on Sunday at which there were 14 in attendance.

The students attended the March meeting of the New York library club held at the Russell Sage Foundation building at which Mrs Kate Douglas Wiggin Riggs read from her own works.

Plans are in the making for the spring trip which is to include a group of New England libraries. A full account of it will be given next month.

Alumni notes

Miss Elizabeth M. Sawyer, '14, has been made assistant to the Supervisor of smaller branches and high school libraries of the Cleveland public library.

Miss Mary T. Atwater, '15, is working temporarily in the children's room of the Columbus branch of the New York public library.

Miss Janet E. Gump, '15, has been made a senior assistant at the Montague branch of the Brooklyn public library.

Miss Edith M. McWilliams, '15, who has been since graduation in the Cincinnati public library, has been appointed librarian of the National Association of Advertisers in New York.

JOSEPHINE ADAMS RATHBONE,
Vice-director.

Western Reserve university

Bookbinding is the subject of absorbing interest to the students at present. This course is given by Miss Gertrude Stiles, supervisor of binding in the Cleveland public library, and began February 28. Lectures on social psychology by Professor Gehlke, of Adelbert college, began on March 10, and will continue for 10 weeks. In the Book selection course, lectures have been given recently by Mr G. O. Ward, of the technology department of the Public library, on the technical books, and Professor Arbuthnot, of Adelbert college, discussed the literature of economics. For the remainder of the year each student is assigned to some one department or branch of the Public library for one evening each week. This gives opportunity for direct work with the public and for such duties as might be assigned to a regular member of the staff.

The school had the pleasure of welcoming Mrs H. L. Elmendorf February 23, when she spoke on the "Function of the public library in democratic so-

ciety." A social hour followed the lecture. Mr Geo. B. Utley, secretary of the A. L. A., spoke upon the work of the A. L. A., March 1, in such an interesting manner as to stimulate the interest of the students in becoming members of the association. The presence of Mrs Utley was appreciated. On the same day, Mr Elwood Street, of the Cleveland Federation for charity and philanthropy, gave a talk on the work of that organization, illustrating it by moving pictures shown on the Pathe portable moving picture machine. The machine itself, as well as Mr Street's pictures, proved of great interest.

Miss Mary Eileen Ahern was another welcome visitor who spoke at the school on March 9 on "A librarian in the making." Her inspiring presence and splendid presentation of the qualities entering into well-balanced library service were keenly enjoyed by the students. An enjoyable hour "over the teacups" followed. The visit of Miss Annie Carroll Moore on March 13 added yet another to the list of notable women librarians whom the students have recently had the opportunity to hear.

Alumni notes

Miss Mary Marshall, '14, has resigned her position in the catalog department of the Cleveland public library to accept the position of cataloger at the Akron public library.

Miss Hazel Clark, '14, has resigned her position in the circulation department of the Detroit public library to accept the position of organizer with the Iowa library commission.

ALICE S. TYLER.

University of Wisconsin

The opportunity offered the students of the school to hear speakers of national fame at the University convocations has always been appreciated. In January, Dr Burton, president of Smith college, spoke on The educated person. Dr Burton spent several days in Madison and upon invitation very graciously consented to speak at the library

school. He spoke in a most compelling way on realizing ideals, saying that the ideal must be absolutely unattainable to be worth striving for, yet some of it can be reached every day. Both faculty and students appreciated the opportunity of hearing Dr Burton and meeting him personally.

Several special lectures preceded field practice. First, Foreign fiction by Prof Campbell of the English department. This lecture finished the work in fiction, which had been the topic under discussion in the Book Selection course for several weeks, and was a most suitable conclusion, pointing the way to the masterpieces from other countries that should be in every library. Second, Miss Bernice Ehler, head of the Art department of the Madison High school lectured on the Principles of composition showing many pictures and bulletins to illustrate her points. This lecture was in preparation for the making of picture bulletins. Third, correlating with the regular lessons in publicity, Prof Bleyer of the School of journalism gave a helpful lecture on Newspaper publicity, the students going to the quarters of the School for the lecture, and at its close under the guidance of Prof Bleyer, inspecting the equipment of the department, learning much in a brief time of the things that go into the make-up of a newspaper. The Extension department of the university was also visited, the greater part of the time being spent in seeing the manner of making up, filing, and mailing the package libraries. The students have opportunity to test the lessons in publicity during their field practice, and enthusiastic reports are being received of newspaper "stories," that have brought results, of store windows lent by public spirited merchants for a library display, of posters put in conspicuous places, of visits to schools, etc., all to spread the "gospel of good books."

The first semester closed with the usual examinations, and February 1 found the students at work in the several libraries of the state to which they

had been assigned. The faculty spend the months of suspended schedule, February and March, supervising the work of the students in the field, in making official visits to the libraries of the state, and in office work, completing records, revising courses of study, and a hundred other details and duties.

March brought Dr Samuel McChord Crothers to Madison for a series of lectures and sermons. All the faculty and students who were in residence were invited to hear his lecture on The literary clinic.

Alumni notes

Mary Watkins Dietrichson, '09, has been placed in charge of the business branch of the Minneapolis public library, which was opened February 1. She had previously been at the head of the municipal reference work, which will be transferred to the new branch.

Maude Le Roy, '12, received appointment as assistant in the Minneapolis public library in January.

Leila A. Janes, '13, librarian of the East Side branch, Evansville (Ind.) public library, was granted two months' leave of absence in January for a trip to South America.

Simmons college

The second term of the year divides itself into two sections, separated by the spring recess, March 23-April 4.

In the first division, just ended, the most outstanding special feature was the "reference week," February 21-28, under Miss Elisa Willard of Carnegie library of Pittsburgh.

The school was fortunate also in having a visit from Miss Anne Carroll Moore, who spoke to the class in library work with children on February 28.

Both Miss Moore and Miss Willard were guests that afternoon at a tea in the Students' room, where the girls had an opportunity to meet them off the platform.

Visits of special interest during January-March have been those made to the Boston Book Company, and to the Somerville and Brookline public libraries.

Simmons was very glad to welcome some of her fellow library schools on their trips to New England libraries, and regretted that the vacation made it impossible to be as cordial as she would have wished. On March 30, the school of the New York public library made its first visit, and New York State is expected early in April.

As usual, the courses in children's work, under Miss Jordan, and in documents, under Mr Belden, run through the entire second term.

Graduate notes

Rowena Edwards, '14-'15, who has been engaged in organizing work in the Gammons Theological seminary, Atlanta, Georgia, has been appointed on the staff of the State Teachers' college, Iowa.

Jennie C. Frost, '14-'15, has been appointed an assistant in the Simmons college library.

Minnie Pert, '14-'15, is working on the Bradley bibliography at the Arnold Arboretum.

Ruth Eaton, '15, is employed in cataloging in the Harvard College library.

Charlotte Norton is the librarian of the Scoville memorial library, Salisbury, Conn.

Mabel Williams, '09, has resigned as the librarian of the High school branch of the Somerville public library to join the staff of the children's department of the New York public library.

Laura Stealey, '11-'12, has been appointed in the Seattle public library.

Mary I. Haskell, '10, is in the Extension department of the College of agriculture of the University of Maine.

Marian Jones, '08, is the visitor for the Social service bureau, Denver, Colorado.

The engagement has been announced of Edith Watson, '07, to Mr John A. Lowe, agent for the Massachusetts free library commission.

Grace Hewett, '08, has been married to Mr H. A. Watkins. Mr and Mrs Watkins are living in Washington, D. C.

Katherine Stegmaier, '08, is now Mrs

Edmund H. Sears, and the Sears are living at East Dennis, Mass.

Syracuse university

The curriculum of the library school has been strengthened by the addition of a new course in binding and repairing of books. It is given by Miss Mary Ketcham, professor of design in the John Crouse college of fine arts. Prof Ketcham has studied the art of book-making in the best English studios and also in American binderies. She is accordingly well equipped for the work both in its artistic and commercial aspects. The course is given two hours a week for the second semester.

Under the direction of Miss Elizabeth Smith of the library school faculty Bernard Shaw's play, "Arms and the man," was read on February 10 by students of the library school with the assistance of instructors from the English department of the college of liberal arts.

The purpose was to show that good plays can be entertainingly presented without action and to give the students training in dramatic reading. Those who later become librarians in small towns, where only inferior plays are offered, will be qualified by such training to assist in cultivating the taste of the public for good plays.

Miss Ethel Knight, '10, who has been an assistant in the catalog room of the University library goes on March 1 to a position in Department of agriculture at Washington.

E. E. SPERRY, Director.

Summer schools

A summer school at Columbia university will be opened to librarians, library assistants, teachers, and supervisors of libraries for a six week's course in systematic instruction in library subjects. Special attention will be given to sources of information, public documents, etc. Further information may be obtained on application to Helen Rex Keller, Columbia University, New York City.

Illinois

The training class in library methods will be held at the University of Illinois library school, June 19-July 29. Appli-

cants should be high school graduates actually engaged in library work.

No fee is required for residents of Illinois, for those outside tuition charge is \$12. Rooms for the six weeks will cost not over \$36. Other expenses, books, material, etc., do not exceed \$8.

The principal instructors will be members of the faculty and Miss Eva Cloud, librarian of the Kewanee library, will give instruction in children's work and literature. Various members of the University faculty will present the literature of their various subjects.

A circular giving the details of the summer course in library training has been issued and will be sent on request to P. L. Windsor, Director of the University of Illinois library school, Urbana.

Indiana

The Summer school library course, conducted by the Library commission of Indiana, will be held at Butler college, Indianapolis, June 19-July 29. Instruction in the form of lectures will be given on various library methods and library activities, by the staff of the Library commission. Lectures by outside library workers will be given throughout the session.

The tuition is free to residents of Indiana. Supplies and text books will cost about \$10. Room and board for the six weeks, \$31 to \$36. The College residence will be used as a home for the students.

California

The lecture course of the Los Angeles library training school will be open to visiting librarians and library assistants, April 3-11. Time will be given to informal library discussions and problems and to visits to near-by libraries and branches. A series of special lectures on subjects of interest to library workers will be given by instructors from the University of Southern California and others.

A fee of \$10 will be charged for the full six weeks. Special arrangements will be made for those who wish to take any one course. For further information address Mrs Theodora R. Brewitt, Public library, Los Angeles, Cal.

Miss Theresa Hitchler of the Public library at Brooklyn, N. Y., and Miss Helen Evans of the Normal school of San Jose, Cal., W. E. Reavis and Miss Alice Butterfield will join the staff of Mr Daniels at the summer school at the Public library at Riverside, Cal.

New York state library

The annual summer session will begin May 31 and close July 12. It will be divided into two sessions of three weeks each, beginning respectively May 31 and June 21. The first three weeks will be devoted to reference work (bibliography, public documents and the use of reference books); the second will include cataloging and classification. As only a limited number can be admitted, early application for admission is desirable. Admission is limited, as usual, to those holding paid library positions. Library workers in New York State are charged nothing for tuition. To others, the fee is \$10 for each three weeks course. A special circular giving fuller information is in press and will be sent to any one interested. All requests for admission blanks or other information should be addressed to The Registrar, State library school, Albany, N. Y.

Simmons college

The summer library school of Simmons college will be held July 3-August 11. The work will be given in two three-week periods either of which may be taken alone.

A general course will be given from July 3 to July 21, when cataloging, classification and library work will be included. The second term, July 23-August 11, will be concerned with the reference work and library economy.

A conference for librarians will be held under the auspices of the Massachusetts free library commission at Simmons college, July 25-27. It will be open to all members of the summer school and will take place at the beginning of the second course.

A course in library work with children will be given July 3-21 under the direction of Miss Alice Higgins.

News from the Field

East

The annual report of the Public library of Greensfield, Mass., records a circulation of 84,134 v., an increase of $3\frac{1}{2}\%$; 5,280 readers' cards are in force.

The circulation in the Memorial Hall library, Andover, Mass., was 41,637 v. for 1915. This is an average of 5.7 books per capita.

The crowded quarters of the library handicaps every effort in extending the work.

Wm. D. Goddard, for seven years librarian of the Naval War college at Newport, has recently gone to Pawtucket, R. I., as librarian of the Deborah Cook Sayles public library in succession to Harold T. Dougherty. He is succeeded at the War college by Dr Edwin Wiley.

Frances H. Bickford, Simmons, '13, for the past five years connected with the Free public library of New Haven as assistant in the children's room, head of Fair Haven branch, and for the last two years as head of the school department, has resigned her position to take up work April 1, as librarian of the Bridgeport high school library.

The twenty-seventh annual report of the Public library of Hudson, Mass., made by its librarian, Grace M. Whittemore, is a recital of steady efficient work in meeting the opportunities for library services of the community. Among other things are noted, circulation of special collections of suffrage books and successful use of four foreign libraries, circulation of a traveling library of Florence and an exhibit of war pictures. Considerable service was rendered through inter-library loans. Several gifts of books were received, as well as plants and specimens for the museum.

Several of the public libraries of Maine have received bequests recently. Among these may be mentioned, the library of French and German literature collected by Dr I. L. Rice which has been donated to Bates college; the Bangor public library received \$100,000 from

the late Colonel L. H. Pierce of Chicago; the late B. F. Bryant left \$1,000 to the McArthur library in Biddeford; the Zadoc Long library received a bequest under the will of the late Governor J. D. Long of Massachusetts. The Maine state library received a copy of the "Treatise of the passions and faculties of the soule of man" by Edward Reynolds, printed in 1640, a gift of Hon Edward C. Moody.

Central Atlantic

The New York public library has received a gift of \$200,000 from the estate of the late Mrs E. L. T. Black.

Miss Louise Hamlin, Pratt '09, has become assistant at the Morris high school library in the Bronx.

Miss Julia G. Robeson, Pratt '04, has been made librarian of the newly opened Richmond Hill high school library.

Miss Mary Williams, Pratt '98, has been made medical librarian on the laboratory staff of the New York State department of health.

Seymour Eaton, widely known in the library world as the founder of the Book-lovers' and Tabard Inn libraries, died at his home at Lansdowne, Pa., March 13, age 56.

Miss Mabel E. Jettinghoff, Pratt '13, who has been since graduation first assistant in the East Liberty branch of the Carnegie library of Pittsburgh, has been appointed to the position of annotator and classifier in the cataloging department of that library.

New York public library will have an exhibition of Shakespeariana in commemoration of the tercentenary of the death of William Shakespeare in the exhibition room on the first floor of the central building in Fifth avenue, throughout April and May.

Asa C. Tilton, B. A. and Ph. D., Yale university, has been appointed assistant in the manuscript division of the New York public library, beginning March 1. Dr Tilton was with the Wisconsin State Historical society from 1904 to

1910, and at the Library of Congress from 1913 to 1915.

John Ashurst, who for several years has been assistant librarian in the Free library of Philadelphia, was elected librarian to succeed the late John Thompson, March 3. Mr Ashurst has been interested in library work for a good many years and has practically had charge of the affairs at Free library of Philadelphia during the incapacity of Mr Thompson for the past year.

The annual report of the Johnson library at Hackensack, N. J., records a circulation of 79,379 v., with 20,288 v. on the shelves. There is no limitation in the number of books which can be drawn on one card.

A gift of more than 200 books in the Italian language forms the nucleus of a branch library in the Italian district. An addition to the library and the refurnishment of departments will result in a greatly increased improvement in work and in the appearance of the library.

Receipts for the year, \$7,715; expenditures for salaries, books, etc., \$6,659.

The annual report of the Public library of Englewood, N. J., records the number of books on the shelves, 15,200; circulation, 35,325 of which 32% are juvenile.

Work of the manual art pupils of the public schools was exhibited successfully at the library. A number of meetings have been held in the exhibition rooms. Instruction in the use of the library was given to every class from the fourth to the eighth grades in the five public schools, in November. A reception to the teachers in October has brought more cordial relations between schools and libraries.

The nineteenth annual report of the Buffalo public library contains, with the statistics of the year's work, a statement of the activities of each department for the year, which shows an increase in the use of every agency of distribution.

Number of volumes, 342,144; total number of books borrowed for home

use, 1,711,776, loaned to 87,843 registered borrowers; 43,044 children use books from 920 class room libraries.

The greatest increase of use in the year was in books on the industries, due to more active coöperation between the industrial plants of the city and the public library. Four large industries now maintain a daily delivery to and from the library for the benefit of their employees. The fiction per cent of the total circulation for 1915 was 54, which shows a decrease of 10% within the past ten years.

A new branch library (the seventh) was opened in December in a neighborhood building. The main part of the building is given to the Public library for the use of the branch.

Central

The corner stone of the new main building for the Public library of Indianapolis was laid on March 24, with appropriate ceremony.

Miss Blanche Seipel, for ten years, assistant librarian at the Ohio State University library, died on February 27 after a brief illness of nervous prostration.

The annual report of the Public library of Mansfield, Ohio, shows the number of volumes on the shelves, 19,564; borrowers' cards in force, 6,004; issue for home use, 79,785 v. There are 8 branches throughout the county, located in villages and deposit collections in 4 schools. Over 300 rural readers are reached.

The 7th annual report of the Public library at Gary, Ind., records the number of card holders, 13,186; the circulation, 360,847 v. of which 137,460 v. were circulated through the schools. The per cent of fiction is 38.8; 4,847 music rolls were circulated. There are 21 organizations which meet in the main library and others at the branches. Two townships were added to the library territory within the year. Instruction in the use of the library was given to all the grade children of the public schools and in one parochial school. The high school course in the use of the library was lengthened by two weeks.

The annual report of the Public library of Sioux City, Iowa, for 1915 is most attractive, both in appearance and contents.

Some of the interesting statistics: Population, 61,787; tax income per capita, \$.40; number of books in the library, 52,735 v.; per capita .86; total number of borrowers, 15,700; percent of population, 25¼; total circulation, 282,519; percent increase in circulation, 68½; circulation per capita, 4.57; number of branches, 5; deposit stations, 4; school room collections, 97.

Stereopticon talks for the children were given during the winter. Over 25,000 attended the educational meetings held in the auditorium during the year. A course of lectures on the use of the library was given in the high schools, normal school and vocational guidance classes.

Miss Ella M. McLoney, who for 25 years has been chief librarian of the Public library of Des Moines, Iowa, has resigned from that position, but at the request of the Board will have the less arduous duties as assistant in charge of the branch library at University Place.

Miss McLoney has long been identified with library work in Iowa. She has seen the Des Moines library grow from 6,000 v., employing two assistants, to 90,000 v. with a force of 30 people.

Miss McLoney has been active in the library organizations, not only of the state but of the country and has been active in the club life of Des Moines.

The work in the library has grown so arduous in the last few years that Miss McLoney is not sorry to be relieved of so much to do and turns to the lesser charge under some one else's direction with a feeling of relief if not pleasure.

The annual report of the Public library of Davenport records a year of growth in all departments established and two new deposit stations opened. The circulation for the year is 192,098 v., an increase of nearly 18,000, an average of four books per capita of the population; total registration, 11,341, which is 24% of the population. The library contains 42,669 v.; the income is

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\$26,170, of which \$7,550 is spent for salaries.

A notable feature of the year was the Boys' book week, which was held in November and closed with an entertainment for the boys, in the library club rooms. It has added a number of boys to the list of borrowers.

Youngstown (Ohio) public library has changed its fiscal year to the calendar year, to coincide with the city fiscal year. This change will save much confusion and unnecessary work. On February 1, the Newark charging system went into effect. This included not only the recarding and pocketing of all the books in the library but the reregistering of the library card holders. Readers were not required to make out new application blanks. A station of the library has been opened in the Hippodrome arcade, which runs through between the two main streets of the city. The library consists of two double bookcases with glass doors. These cases stand in the center of the corridor, close to the entrance of the Hippodrome theater. The station is open from 9 in the morning until 9 at night, in charge of library trained assistants. It is doing a heavy business as it catches the shopping and theater crowds. A stock of 1200 volumes is replenished by daily deliveries from the central library. Books may be borrowed and returned interchangeably by the readers. Arrangements have been made to open a station in the foreign department of one of the downtown banks. Books in several languages will circulate, as well as manuals of citizenship and easy English books. The Republic Rubber Works have arranged to keep someone constantly in charge of a station which will be opened in their club house on March 1. This will serve not only the 1500 employees but the entire neighborhood, as the club house is the social center for the surrounding district.

Pacific Coast

Ernest S. Moulton, a member of the board of directors of the Public library

at Riverside, died February 4. Mr. Moulton was well known in southern California and was much interested in civic affairs.

Miss Nelle Sanford, who took the course in Riverside library service school, has been elected head cataloger at the Public library of Bakerfield, Cal. Mary Griffin, of the same school, has been employed by the Public library at Ames, Iowa. Alvan W. Clark took a position with the H. W. Wilson Company of White Plains, N. Y. Mr. Clark was the first man to take the work at Riverside.

The report of the Public library at Berkeley, Cal., records an increase in the work in every department and in circulation for home use of almost 20%, reaching 296,366 volumes; the number of borrowers grew to 8,711. The requirement of the signature of the guarantor has been abolished. The vacation privilege for book borrowers has been largely extended. The library is open every day in the year except New Year's. The future needs of the library as outlined by the board are larger quarters for the center library, repairs on the present building, telephone service and furniture for the branch libraries. An enlarged staff is an imperative need, to extend the work in directions where it is needed.

Canada

The fifth annual report of the Calgary public library records number of books in the library, 25,977 V.; registered borrowers exclusive of children holding school cards, 15,230; population, 67,500; circulation per capita, 3.5; average cost per volume circulated, .094; maintenance, \$15,186; salaries, \$11,308; per capita tax the New England boy of the seventeenth century was the goody goody thing which levy, \$0.29.

The work with the school libraries has been most satisfactory. The Public school board has coöperated with the Library board in the work with the school during the year supplying the new books needed. They turned over to the library all the books in the public schools